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ABSTRACT

The guide is designed as a resource to help elementary school administrators and teachers in the Grand Blanc (Michigan) Community School district understand the rationale for beginning an elementary foreign language program, program types, and specifics of the district's model and philosophy. Chapters address the following topics: the rationale and benefits of foreign language in the elementary school (FLES); definitions and program models; a summary of the Grand Blanc Spanish model; the program's philosophy and goals; outcomes and objectives; scope and sequence; roles and expectations of administrators, language teachers, and regular classroom teachers; details of the daily schedule, timeline, and time allocation study; a typical lesson plan format and sample content-based lesson plans; evaluation and report cards; discipline policy; principles and practices for involving parents; commonly-asked questions, with answers; sample letters and vocabulary lists for communicating with parents; guidelines for planning an open house; program publicity; contingency planning (substitute teachers, illnesses, field trips); resources; lists of appropriate instructional materials and realia; and materials designed for information dissemination and distribution. (MSE)

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ED 368 203

Elementary Foreign Language Program

in the

Grand Blanc Community Schools

1993 - 1994

(K - 3)

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A Practical Handbook

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Revised 9/93

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Introduction

This guide is dedicated to helping school administrators and teachers in the Grand Blanc Community School district understand the reasons/rationale for beginning an elementary foreign language program, the types of programs that exist, the specifics of our district's model, our philosophy, outcomes and objectives, our scope and sequence, as well as the means of evaluation and assessment and the role each can play in ensuring the success of this innovative program.

While this guide is intended to be a reference when questions arise about the program and immediate answers are necessary, it is also our hope that it will be a time saver for those involved in the program. In particular, the section "Materials for Distribution" includes a letter explaining the program, a brochure, and list of benefits all of which can be copied and sent either to parents or any other concerned parties.

Questions not answered in this handbook or general suggestions for improvement should be directed to either the building administrator or the K-12 Foreign Language Coordinator. A form has been provided on the last page of this guide for your convenience.

Laura Lemke
Foreign Language Coordinator

Elementary Foreign Language

Why?

Rationale/Benefits

Rationale/Benefits

Over the years, parents, educators, researchers, early childhood specialists, and others have endorsed the concept that the best time to introduce foreign languages is when the child is young, before the language and speech patterns are fixed.

Besides capitalizing on the child's physical and psychological abilities other reasons for implementing an elementary foreign language program include:

TEST SCORES

- Students' test scores in other areas will improve. Research indicates that regardless of race, sex or academic level, students in foreign language classes out-perform those who were not taking foreign language. (Louisiana Study, 1986.)

- Research results (Swain 17; 18; 19) show that students in early immersion programs perform as well as their English educated peers or often out-perform them on tests of achievement in English.

- In a recent study by Holobow et al, 1987 showed that working class students did just as well as middle class students even though their English skills were not as good.

- Provides insights into the human mind and language itself. (New York State Syllabus for Foreign Language, 1987.)

- Develops the skills and habits essential to the learning process, creative inquiry and critical thinking. (New York State Syllabus, 1987.)

- A Wisconsin study done by Grittner in 1985 reports that foreign language students attain greater academic achievement in other areas of study, including reading, social studies and mathematics.

- Developing clearer understanding of the English language and greater sensitivity to structure, vocabulary and syntax. (Wisconsin study by Grittner, 1985.)

- Earning higher SAT and ACT scores, especially in verbal areas (EDDY, P.A., 1981.)

- Improving knowledge of geography. (Grittner, 1985.)

- The concern is almost always when implementing an elementary foreign language program that the basic skills will suffer or be "lost" for foreign language instruction. In a study done by Donoghue in 1968 the evidence was consistent: there was no sacrifice of basic skills when time was given to learning a new language.

- In "Tangible Benefits of the Study of Latin: A Review of Research" (Masciantonio, 1977) it showed that instruction in the elementary grades had been shown to result in significant and dramatic gains in standardized test performance in basic skill areas. Gains were also reported for students of French and Spanish.

- Parents in Chicago, Cincinnati and Milwaukee are choosing schools with elementary foreign language programs because of the outstanding record of children in those schools on tests of English basic skill (Estelle, 1985; MET, 1982:, Anderson, 1982.)

- A Louisiana study (Rafferty, 1986) showed that third, fourth, and fifth graders studying French for 30 minutes per day achieved significantly higher scores on the 1985 basic skills language arts tests than did non-participants. In addition, by fifth grade the math scores of language students were also higher than those of non-language students.

- Foreign language study has been shown to enhance listening skills and memory. (Ratte, 1968.)

- Elementary foreign language students have been reported to have greater skills in divergent thinking and figural creativity than did those who were monolingual (Landry, 1973.)

- Every area of the curriculum can be reinforced or enriched in the foreign language classroom and subject content can be taught through the second language. (FLES Newsletter, National Network for Early Language Learning, Winter, 1987-88.)

- (Eric Digest) One study found that students who had taken a foreign language in high school had a significantly higher grade point average in all high school subjects as well as in freshman English courses in college.

- Data from the admission testing program of the college board show a definite positive correlation between scholastic aptitude test (SAT) scores and the study of foreign languages.

- Louisiana study also has finding which supports the notion that beginning as early as the third grade, second language study facilitates the acquisition of English language skills.

- Louisiana study found that although foreign language students at all grade levels showed higher scores than non-foreign language students on language arts, the advantage was more than doubled for foreign language students in the fifth grade.

- Louisiana study has stated that by the end of the fifth grade, foreign language students were out-performing their non-foreign language peers in math skills as well as in English skills.

- Children who have studied a foreign language in elementary school achieve expected gains and even higher scores on standardized tests in reading, language arts and mathematics than those who have not. (Lipton; Masciantonio; Rafferty; McCaig)

SELF-ESTEEM

- Student self-esteem will increase. (Study by Mandel showed that the self-concept of students was significantly higher for language pupils than non-language pupils.)
- Fosters a sense of humanity and friendship. (New York State Syllabus for Foreign Language, 1987.)
- Evidence from a California study (Masciantonio, 1977) shows language students to have a significantly higher self-concept than do non-language students.
- Leads students to discover and examine their own personal values and civic responsibilities. (New York State Syllabus, 1987.)
- Children studying a foreign language have an improved self-concept and a sense of achievement in school (see Genesee: Holobow et al; Masciantonio.)

DROP-OUT RATE

- Attaining greater academic achievement in other areas of study, including reading, social studies and mathematics. (Grittner, 1985.)
- Second language learning in the elementary school, especially in its beginning stages, is less dependent on previous verbal learning than are most other elements of the curriculum. This factor allows some students to succeed who have otherwise experienced repeated failure in school.
- (Swain, 1984) Immersion education is effective for children with low IQ's or with language learning disabilities.

WORLD OF DIFFERENCE

- Increases students' adaptability to different environments and modes of acting and thinking. (New York State Syllabus, 1987.)
- Furnishes the key to thinking patterns, cultures and social institutions of other peoples. (New York State Syllabus, 1987.)
- Prepares students for a world in which nations and peoples are increasingly interdependent. (New York State Syllabus, 1987.)
- Helps students to increase their sensitivity to and understanding of the language, values, customs, and traditions of others. (New York State Syllabus, 1987.)
- Sensing a greater awareness and deeper understanding of other cultures and developing a more positive interaction with persons from other nations. (Grittner, 1985.)

WORLD OF DIFFERENCE (Continued)

- Developing a global attitude (Grittner, 1985.)

- Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures.) (See Carpenter, and Torney; Hancock and Lipton, et al; Lambert and Tucker; Lambert and Klineberg: Broward County, Florida Schools)

ADDITIONAL BENEFITS

- Foreign language is an additional asset to many careers and to professional advancement. (New York State Syllabus, 1987.)

- Facilitates the learning of additional foreign languages.

- Elementary school students can pick up languages much quicker than high school students. (Rhodes, N.C., 1981.)

- Elementary students are not as inhibited and their pronunciation and proficiency are better. Young students have a greater aptitude for learning foreign language. (Rhodes, N.C. 1981.)

- The results of the Louisiana study suggest that foreign language study aids, not hinders, the acquisition of English language art skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study.

- (Krashen & Terrell, 1983) say that the language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. In content-based instruction, content areas from the core curriculum are integrated and reinforced in the second language class.

- Content-based instruction provides a solution to the problem of taking time away from the Core Curriculum. Since "specials" are usually added on to the Core Curriculum, the elementary school teacher often feels intruded upon when yet another specialist comes into the room. With content-based instruction, however, the language teacher works in partnership with the classroom teacher, enhancing the adding of a multicultural dimension to the curriculum. (National Network For Early Language Learning - Winter, 1987-88.)

- Children have the ability to learn and excel in the pronunciation of a foreign language. (See Dulay and Krashen; Fatham; Krashen; Krashen & Long, et al; Krashen & Terrell.)

- Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills. (See Foster and Reeves; Landry; Rafferty)

- Some earlier studies indicated that elementary school foreign language study had a favorable effect on foreign language study later on in high school and college. (See Brega and Newell; Carroll; Dunkel and Pillet; Somerville; Vocolo.)

- Elementary foreign language serves as an intellectual challenge for children.
- Pronunciation is learned more easily in the early years.
- A longer sequence of language learning ensures greater proficiency at high school and college levels.
- Elementary foreign language improves students' command of English through cross-over derivations and contrasts.
- Elementary foreign language is consistent with the educational trends of the times to offer students more basic subjects.
- Elementary foreign language promotes closer ties with members of the community, particularly if the language is being taught is spoken by members of the community.
- Elementary foreign language creates interest in other languages and the people who speak them.
- Elementary foreign language helps to create more interest in school work in general.
- Elementary foreign language helps in the development of a firm foundation in understanding and speaking the foreign language at an optimum time for achieving success in these skills.
- Elementary foreign language helps in the expansion of children's horizons.
- Elementary foreign language delivers language learning in thematic and situational packages and has proficiency as its long-range goal.
- Elementary foreign language helps students understand the contributions of different cultures to this country and to the world.
- Children enjoy learning a foreign language.
- Children are curious about strange sounds and secret codes.
- Children are curious about different customs in other countries.
- Children are excellent mimics and are less self-conscious about reproducing the authentic pronunciation than are adolescents or adults.
- Children do not generally object to repetition and drill, particularly if used in the context of games and activities.
- Children, because of their ability to imitate so well, are capable of developing good habits of listening and correct pronunciation.

- Children, by starting second language study early, are facilitated in the development of an intelligent understanding of language concepts, which will help in learning additional languages.

- Children enjoy correlating the study of a foreign language with other areas of the school curriculum.

- Children begin to master the sound system of the foreign language and develop a feeling of "at-homeness" with the language.

- Children's foreign language exposure helps them to develop an openness to other people and other ways of life, while helping them understand the English is one language among many others of the world.

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Elementary Foreign Language

What?

Definitions/Program Models

Definitions At A Glance

FLES

FLES is the overall term for all types of foreign language instructions in the elementary and middle schools. It encompasses the four major program models listed below:

* Sequential FLES

Sequential FLES is an introduction to one foreign language for two or more years, with a systematic and sequential development of language skills (listening, speaking, reading and writing) and culture within the parameters of themes, topics, or content areas. Good fluency is expected if classes are scheduled five times a week (30 minutes per day) for four or more years. (Approximately 49% of all elementary foreign language programs are in this category.)

FLEX

FLEX is an introduction to one or more foreign languages, with few language skills expected. Very little fluency is expected with a once or twice a week program that emphasizes cultural awareness. (Approximately 49% of all elementary foreign language programs are in this category.)

Immersion

Immersion is the use of the foreign language throughout all or part of the school day by teachers and students for teaching the various subjects of the elementary school curriculum. Fluency in the foreign language is expected after four or more years in this program. (Approximately 2 percent of all elementary foreign language programs are in this category.)

* The Content-Based Approach

This is one of the newer approaches to FLES, based upon the success of various immersion programs. With the content-based approach, a unit of social studies, for example, is taught entirely or partially in the foreign language, making certain that all the necessary vocabulary and expressions are understood by the children. Through this approach, the youngsters learn new concepts in subject matter, as well as foreign language components in all four skills.

* NOTE: There are all kinds of variations within each of the three models regarding goals, expectations, schedules, and student performance outcomes. Grand Blanc's model combines aspects of the Sequential FLES, Immersion and Content-Based approaches.

The Grand Blanc Model

Program Specifics

Who?

All first graders in the Grand Blanc Community Schools in the 1992-1993 school year. Second grade in the 1993-94 school year, with the pilot of third grade also in 1993-1994.

What?

Spanish instruction taught by an elementary certified, Spanish speaking teacher with the regular classroom teacher present and serving as a role model.

Where?

Every elementary in the district.

When?

Thirty minutes per day, five days a week.

Why?

See section entitled: Rationale/Benefits.

Philosophy and Goals

PHILOSOPHY/ GOALS

Philosophy

Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language increases the opportunities to interact with other people and understand other cultures. As the world becomes increasingly interdependent, teachers, administrators and parents must prepare youth to meet the challenges of the 21st Century. It is important for every person to acquire the skills for communication with others and for cross-cultural understanding.

Acquiring and learning to speak other languages will not only enhance career opportunities, but will help students deal effectively with our changing world. Putting language and culture into a meaningful perspective will also help develop skills essential to the learning process, creative inquiry and critical thinking..

In light of these benefits, the study of a second language should be an integral part of every students' educational experience. All students deserve the opportunity to study a second language in order to prepare themselves for an informed and productive role in tomorrow's world community.

Goals

The overall goal of Grand Blanc's Elementary Foreign Language Program is to provide each student with an extended foreign language experience including, but not limited to, the study of the culture of those countries in which the target language is spoken.

Research indicates that foreign language study promotes logical, critical and creative thinking skills, fosters the ability to better understand and respect others' perspectives, beliefs, needs and values, facilitates student flexibility and adaptability in coping with abstract concepts, and correlates positively with higher standardized test scores.

It is our goal that such an extended foreign language experience not only provide our students with the above mentioned benefits, but also aid the district in its attempts to:

1. Reduce the drop-out rate
2. Increase students' self-esteem

As a result of this program, we also expect student to gain:

1. Functional proficiency in the second language; children will be able to communicate in the second language on topics appropriate to their age level.
2. Mastery of subject—content materials of the district curriculum.

Intended Outcomes

Grand Blanc Community Schools

Foreign Language Outcomes

Grades 1, 2, 3

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OBJECTIVES

Student Outcomes

1. Student will have improved listening skills.
2. Student will develop a more positive interaction with people.
3. Student will have a greater sensitivity to and understanding of the values, customs and traditions of others.
4. Student will have greater divergent and critical thinking skills.
5. Students will have a greater adaptability to different environments and modes of thinking.
6. Student will have a greater appreciation/understanding of social institutional and thinking patterns of other cultures.
7. Student will have a greater sense of humanity.
8. Student will have improved knowledge of geography.
9. Student will understand by listening and produce in oral form memorized and learned utterances and sequences.
10. Student will be able to listen, comprehend and respond in complete sentences in the target language.

At the earliest levels of the elementary foreign language study, students will be provided with opportunities to reinforce the current curriculum and develop listening and speaking skills. Students will learn to:

1. Understand and use basic greetings.
2. Understand and orally recite cultural songs, rhymes and sayings.
3. Using memorized material, ask permission, express confusion or lack of understanding, make excuses.
4. Respond to visual clues dealing with colors, shapes, health, weather, time, family members, body parts, clothing and animals.
5. Recite sequence (example: numbers, days, months, seasons, ABC's.)
6. Answer information questions about familiar topics.
7. Using memorized material, ask permission, express confusion or lack of understanding, make excuses.

Grand Blanc Elementary Schools
Foreign Language Department Outcomes

Students will be capable of communicating in the two language skills: listening and speaking and will have exposure to reading and writing. The student will also have exposure to global awareness, cultural sensitivity, and understand that they are members of an interdependent world.

A. Listening Skills

At the elementary school level students will:

1. Understand and respond to:

   (in target language)
   a) words
   b) phrases
   c) sentences

B. Speaking Skills

1. Students will repeat and use:

   (in target language)
   a) words
   b) phrases
   c) sentences

C. Reading Skills

1. Students will listen to stories in the target language.

D. Writing Skills

1. Students will be exposed to writing skills but mastery learning of these skills is not expected at this level.

E. Writing Skills / State Level

Behavioral Objectives for First Grade

At the first grade level students will be able to do the following:

1. The student will be able to use the numbers 1-10 in counting and mathematical computations. (Addition/subtraction problems - give child 3 of each type. Must get 1 each to pass objectives.)

2. The students will be able to demonstrate knowledge of eight different colors by sorting, coloring and following directions. Color 8 of 11 colors correctly by filling in circle with color teacher says.

3. The student will be able to compare and contrast four out of 6 different shapes.

4. The student will be able to correctly identify three weather statements. Use calendar example of weather. Put on a test. ID by circling.

5. The student will be able to correctly ask and respond to the question, "What is today?" in the target language.

6. The students will be able to demonstrate knowledge of 5 body parts in the target language using one or more of the following measurement devices (see next page). Given a blank person child colors in parts per color teacher instructs.

7. The student will be able to correctly pronounce and use in context five general expressions.

8. The student will demonstrate the ability to follow five different verbal directions.

9. The student will be able to correctly identify five different animals in the target language using one or more of the following measurement devices (see next page).

10. The student will be able to correctly identify five different fruits/vegetables in the target language using one or more of the following measurement devices (see next page).

11. The student will be able to correctly say and use three sentences incorporating vocabulary from any unit.

12. The student will be able to demonstrate knowledge of three cultural distinctions.

First Grade Foreign Language Program Essential Objectives for 1993-1994

School: _____

	ID Numbers 1-50	1 Add., 1 Subt., Problem	Colors (8)	Compare/Contrast 4 out of 6 shapes	Weather Statements (3)	ID Body Parts	ID 5 Family Members	ID 5 Modes Of Transportation	ID Animals (5)	ID Fruits/Vegetables (5)	Plants-5 Characteristics	5 Cultural Items	Q: What is today? A*	General Expressions (5)*	Follow Directions (5)	3 Sentences: any unit*
Totals: Accomplished																

* = See Behavioral Objectives for full Description.

V Richter 1992

METHODS OF MEASURING OUTCOMES

Advertisement
Art gallery
Bank
Biography
Blueprint
Board game
Book cover
Bulletin board
Card game
Celebrity cards
Charcoal sketch
Chart
Choral reading
Cinquain
Collage
Collection with illustration
Collection with narrative
Comic Strip/Cartoon
Crossword puzzle
Costume
Dance
Debate
Demonstration
Detailed illustration
Diary
Diagram
Diorama
Display
Drama (comedy, tragedy, melodrama, etc.)
Dramatic monologue
Dramatic set design
Editorial (letter, cartoon, etc.)
Essay
Etching
Experiment record
Fable
Fact file
Fairy tale
Family tree
Filmstrip
FIRST Sheet (a list of)
Glossary
Graph
Graphic design
Greeting card
Guest speaker
Haiku
Illustrated story
Interview (real or make believe)
Invention
Invent a game
Journal
Labeled diagram
Large scale drawing
Letter
Letter to the editor
Limerick
Line drawing
Magazine article
Map
Map with legend
Mobile
Model
Mural
New solutions
News report
Newspaper article
Oral report
Package for a product
Painting
Pamphlet
Pantomime
Paper weight
Pattern with instructions
Photo essay
Photographs
Picture dictionary
Picture story for children
Poem
Poster
Pottery
Puppet
Puppet show
Radio show
Relief map
Rubbing
Sand-casting
Science fiction story
Scrapbook
Sculpture (soap, metal, clay, wire, junk, etc.)
Short story
Silk screening
Skit
Slide/tape presentation
Small scale drawing
Song
Songs (collection)
Stencil
Stitchery
Survey
Taped recording
Test (written/oral)
Textbook
Time capsule
Time line
Transparency (for an overhead projector)
Travelogue
TV documentary
TV newscast
Video game
Video production
Vocabulary list
Written report

BEHAVIORAL OBJECTIVES FOR SECOND GRADE

At the second grade level students will be able to do the following with 70% accuracy in the target language as measured by one or more of the approved evaluation devices:

(L,S) 1. The student will be able to ID the numbers 1 - 100 in counting and mathematical computations. Calculate 3 addition, 3 subtraction problems correctly out of 12 problems total.

(L,S) 2. The student will be able to identify and use basic adjectives (color, shape, location, size) to describe 5 items (example: classroom objects, clothing, etc.)

(L,S) 3. The student will be able to describe 5 characteristics of the day (example: date, weather, events, seasons.

(L,S) 4. The student will be able to use 5 general expressions (example: greetings, leave taking, introductions, personal data such as phone, address, etc., and manners.)

(L,S) 5. The student will be able to sequence with a beginning, middle and end (example: follow instructions, complete a task and describe a story/events, time.) Colors, 1st, 2nd, 3rd:, next, then, last. Que paso primero?

(L,S) 6. The student will be able to classify 10 items into 2 or 3 categories (example: animals, clothing, foods, events, transportation, scientific/seasonal/cultural items, shelter.)

(L) 7. The student will be able to listen, comprehend, and carry out 3 consecutive simple commands.

8. The student will be able to demonstrate knowledge of 5 cultural distinctions (examples: dress, food, holidays, location, family, sports/leisure, greetings.)

L = Listening
S = Speaking

Second Grade Foreign Language Program Essential Objectives for 1993-1994

School: _____

	ID Numbers 1-100	Solve 5 Math Computations	5 Senses (1 of each sense)	5 Characteristics Of Day From Calendar & Weather	5 Foods - ID	ID 1/4, 1/3, 1/2	ID 5 Animals	Sequence 3 Items	Classify into 2/3 categories	3 Consecutive Commands	5 Cultural Items Puerto Rico					
Totals: Accomplished																

* = See Behavioral Objectives for full Description.

V. Richter 1992

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Scope and Sequence

FIRST GRADE

Communicate Through Listening and Speaking

ALPHABET	COMMAND	DESCRIPTION	GREETINGS/ CONVERSATION	LANGUAGE CONCEPTS		NOUNS
1. Alphabetize to the first letter of the English alphabet.	1. be good/nice 2. bring (me) 3. close 4. color 5. come here 6. count 7. cut 8. draw 9. find (the) 10. give (me) 11. go get 12. go to 13. hand (me) 14. look (at/for) 15. make 16. open 17. pick up (the) 18. point to 19. put down (the) 20. quiet down 21. say 22. show (me) 23. sit down 24. stand up 25. stop 26. take out the 27. touch 28. turn 29. walk 30. write your name 31. you need the...	Adjectives 1. blond 2. brunette 3. little 4. many Colors 1. blue 2. black 3. brown 4. dark 5. gray 6. green 7. light 8. orange 9. pink 10. purple 11. red 12. white 13. yellow	1. Excuse me 2. Good-bye 3. Happy Birthday 4. Hello 5. His/Her name is 6. How are you? 7. I am _____. 8. I am a boy/girl 9. I am sorry 10. I don't know 11. It is... 12. May I 13. Miss 14. Mister 15. Mrs. 16. My name is 17. No 18. Please 19. See you later 20. See you tomorrow 21. Teacher 22. Thank you 23. There is/are 24. This is a... 25. What are you? 26. What are you wearing? 27. What color is it? 28. What do you wear? 29. What is it? 30. What is his/her name? 31. What is your name? 32. Where is ... 33. Who is it? 34. Yes 35. You're welcome			Classroom Objects 1. book 2. book bag/back pack 3. chair 4. chalk 5. chalkboard 6. chalkboard eraser 7. crayon 8. desk (student's) 9. door 10. eraser 11. flag 12. floor/rug 13. glue 14. It is a... 15. map 16. paper 17. pencil 18. puppet 19. scissors 20. table 21. wastebasket 22. What is it? Clothing 1. bathing suit 2. boots 3. coat 4. dress 5. glasses 6. gloves 7. hat 8. jacket 9. mittens 10. pants 11. raincoat 12. shirt 13. shoes 14. shorts 15. skirt 16. socks 17. sweater 18. t-shirt 19. umbrella Community Places 1. farm 2. house 3. park 4. school 5. zoo

Communicate Through Listening and Speaking

OPPOSITES	PREPOSITIONS	PRONOUNS	SEQUENCING	VERBS		
1. big/small 2. day/night 3. first/last 4. happy/sad 5. hot/cold 6. in/out 7. left/right 8. loud/quiet 9. on/off 10. stop/go 11. up/down	1. above 2. after 3. all 4. before 5. behind 6. below 7. in 8. in front of 9. inside 10. many 11. next to 12. on 13. outside 14. under	1. I 2. you	1. after 2. before 3. first 4. last 5. next	1. Eat 2. Jump 3. Listen 4. Play 5. Print/Write 6. Read 7. Run 8. Sleep 9. Swim		

Communicate Through Listening and Speaking

ALPHABET

1 Review 1st grade
2 Alphabetize to the 2nd letter of the English alphabet using Spanish words

COMMANDS

1 - 31 Review 1st Grade
32. Bounce the ball
33. Catch the ball
34. Choose
35. Clap your hands
36. Come back
37. Count to
38. Get a partner
39. Hold hands
40. Hop
41. Identify
42. Keep going
43. Leave a space between yourselves
44. Let go of hands
45. Line up
46. Lower your hand
47. Make a... (circle)
48. Move back
49. Move up
50. Pass
51. Put your things away
52. Raise your hand
53. Roll the ball
54. Sing
55. Skip
56. Smile
57. Stay in line
58. Stay Standing
59. Sort
60. Wait
61. Walk like a...
62. Whisper

DESCRIPTION

Adjectives

1 - 4 Review 1st Grade
5. few
6. most

Colors

1 - 13 Review 1st Grade
14. hazel

GREETINGS/ CONVERSATION

1 - 35 Review 1st Grade
36. His/her name is...
37. How old are you?
38. I am...years old
39. I live in Grand Blanc, MI
40. Miss
41. Mister
42. Mrs.
43. My school is...
44. Nice to meet you
45. See you later
46. See tomorrow
47. What are you wearing?
48. What do you play?
49. What do you wear?
50. What is his/her name?
51. What is the date?
52. What is the name of your school?
53. What is your phone number?
54. Where do you live?

LANGUAGE CONCEPTS

NOUNS

Classroom Objects

1-22 Review 1st Grade
23. bookcase
24. computer
25. map
26. marker
27. pen
28. ruler
29. workbook

Clothing

1-19 Review 1st Grade

Community Places

1-5 Review 1st Grade
6. airport
7. bank
8. bookstore
9. church
10. cinema
11. gas station
12. hospital
13. library
14. museum
15. park
16. post office
17. restaraunt
18. store

NOUNS (Cont.)

Utensils

1. bowl
2. cup
3. fork
4. glass
5. knife
6. napkin
7. plate
8. spoon

SECOND GRADE

Communicate Through Listening and Speaking

OPPOSITES	PREPOSITIONS	PRONOUNS	SEQUENCING	VERBS		
1-11 Review 1st grade 12. above/below 13. alike/different 14. clean/dirty 15. come/go 16. dry/wet 17. fast/slow 18. hard/soft 19. high/low 20. inside/outside 21. kind/mean 22. long/short 23. love/hate 24. over/under 25. rough/smooth 26. sweet/sour/bitter	1 - 14 Review 1st grade 15. beside 16. between 17. next to	1 - 2 Review 1st grade 3. he 4. she 5. it	1 - 5 Review 1st grade 6. beginning 7. end 8. finally 9. middle 10. order 11. second 12. then 13. third	1 - 9 Review 1st grade 10. crawl 11. estimate 12. fly 13. guess 14. May I 15. order 16. predict 17. save 18. slither 19. swim 20. tally 21. think 22. travel 23. walk		

THIRD GRADE

Communicate Through Listening and Speaking

ALPHABET	COMMANDS	DESCRIPTION	GREETINGS/ CONVERSATION	LANGUAGE CONCEPTS	NOUNS	
1. Teach Spanish alphabet 2. Alphabetize to the 3rd/4th letter using Spanish conversions.	1 - 61 Review 1st and 2nd grade 62. Refer to 3rd grade reading series (for Spanish related stories)	<u>Adjectives</u> 1 - 6 Review 1st and 2nd grade 7. fantastic 8. great 9. shiny 10. smooth 11. wonderful 12. various complimentary adjectives <u>Colors</u> 1 - 14 Review 1st and 2nd grade 15. gold 16. silver 17. turquoise	1 - 54 Review 1st and 2nd grade	<u>Comprehension</u> 1. Identify Story Elements a. Characters b. Plot c. Setting <u>Decoding</u> 1. Synonyms/Antonyms	<u>Classroom Objects</u> 1-29. Review 1st and 2nd grade 30. locker 31. coat rack 32. lunch box <u>Clothing</u> 1-19 Review 1st and 2nd grade 20. bow/barrette 21. cap 22. earings 23. jeans 24. necklace 25. ring 26. scarf 27. sweatshirt 28. underwear 29. warm-up suit 30. watch <u>Community Places</u> 1-19 Review 1st and 2nd grade 20. factory 21. jail/prison 22. mall* 23. pharmacy <u>Utensils</u> 1-8 Review 1st and 2nd grade	

* Culturally appropriate

THIRD GRADE

Communicate Through Listening and Speaking						
OPPOSITES	**PREPOSITIONS**	**PRONOUNS**	**SEQUENCING**	**VERBS**		
1-26 Review 1st and 2nd grade	1 - 17 Review 1st and 2nd grade.	1 - 5 Review 1st and 2nd grade 6. They * 7. We*	1 - 13 Review 1st and 2nd grade	1-23 Review 1st and 2nd grade 24. change 25. compare 26. describe 27. draw 28. explain 29. list 30. name 31. need 32. state 33. tell 34. use		

* Culturally appropriate

FIRST GRADE

Communicate Mathematically

CALENDAR	MEASUREMENT	NUMBERS	SHAPES	TIME		
1. Calendar 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday 8. Sunday 9. month 10. Today is... 11. tomorrow 12. What day is it? 13. week 14. year 15. yesterday	1. bigger than 2. graph 3. same as 4. smaller than	1. 1 - 30 2. and/plus* 3. are left 4. backwards from 10 - 0. 5. equals 6. How many? 7. How much? 8. in all 9. minus 10. number 11. subtract	1. circle 2. oval 3. rectangle 4. star 5. square 6. triangle 7. What shape is...	1. By hour up to noon. 2. clock 3. hour 4. It is ___ o'clock 5. minute 6. noon 7. o'clock 8. What time is it?		

* Culturally appropriate

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SECOND GRADE

Communicate Mathematically						
CALENDAR	**MEASUREMENT**	**NUMBERS**	**SHAPES**	**TIME**		
1-15 Review 1st grade 16. January 17. February 18. March 19. April 20. May 21. June 22. July 23. August 24. September 25. October 26. November 27. December 28. What is the date?	1-4 Review 1st grade 5. centimeter 6. fraction 7. height 8. line 9. meter 10. one half 11. one third 12. one quarter 13. temperature* 14. thermometer 15. weight 16. whole	1-11 Review 1st grade 12. 31-100 13. even 14. greater than 15. How many more? 16. less than 17. odd 18. order 19. ordinal # 1st-10th 20. plus/add* 21. sequence 22. subtract 23. What is your phone number?	1-7 Review 1st grade 8. cone 9. cube 10. cylinder 11. diamond 12. heart 13. sphere	1-8 Review 1st grade 9. afternoon 10. approximately 11. evening 12. half hour 13. midnight 14. morning 15. night		

* Culturally appropriate

Third Grade - Math and Foreign Language

Revised February 9, 1993

THIRD GRADE

Communicate Mathematically						
CALENDAR	**MEASUREMENTS**	**NUMBERS**	**SHAPES**	**TIME**		
1-28 Review 1st and 2nd grade	1-16 Review 1st and 2nd grade 17. area 18. cubic 19. grams 20. kilogram 21. kilometer 22. liter 23. mass 24. milliliter 25. perimeter 26. square 27. volume	1-23 Review 1st and 2nd grade 24. 100-1,000 25. answer 26. demoninator 27. digit 28. divide 29. greatest 30. least 31. multiply 32. numerator 33. ordinal #10-20th 34. remainder	1-13 Review 1st and 2nd grade 14. angle 15. pyramid 16. rectangular prism	1-15 Review 1st and 2nd grade 16. quarter to 17. quarter past		

* Culturally appropriate

Think Critically About Cultural Differences

Description of Self			Identifying Surroundings			
Appreciation of Cultural Celebrations	Nuclear Family	Professions/ Occupations	Describing Michigan	Shelter	Transportation	Use of Graphic Tools (Land Forms/Map Skills)
1. birthday 2. Cinco de Mayo 3. party 4. other	1. baby 2. brother 3. family 4. father 5. friend 6. grandfather 7. grandmother 8. grandparents 9. mother 10. parents 11. sister	1. author 2. dentist 3. doctor 4. farmer 5. illustrator 6. nurse 7. principal 8. teacher 9. worker	1. Grand Blanc 2. Michigan	1. apartment 2. door 3. house 4. window	1. bike 2. boat 3. bus 4. car 5. horse 6. moped 7. plane 8. train 9. truck	1. Canada 2. lake 3. land 4. map 5. Mexico * 6. north 7. ocean 8. river 9. south 10. state 11. United States 12. water

* Culturally appropriate

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SECOND GRADE

Think Critically About Cultural Differences

Description of Self

Appreciation of Cultural Celebrations	Extended Family	Professions/ Occupations
1-4 Review 1st grade 5. Christmas 6. Easter 7. New Years 8. Valentine's Day	1-11 Review 1st grade 12. aunt 13. babysitter 14. cousin 15. daughter 16. husband 17. man 18. nephew 19. niece 20. son 21. stepdad 22. stepmom 23. uncle 24. wife 25. woman	1-9 Review 1st grade 10. actor 11. artist 12. astronaut 13. cook 14. custodian 15. driver (bus/truck) 16. engineer 17. firefighter 18. librarian 19. musician 20. pilot 21. police officer 22. postal person 23. President 24. priest/rabbi 25. secretary 26. singer 27. trash collector

Identifying Surroundings

Describing Michigan	Shelter	Transportation	Use of Graphic Tools (Land Forms/Map Skills)
1-2 Review 1st grade 3. peninsula 4. state 5. lakes	1-4 Review 1st grade 5. bathroom 6. bed 7. bedroom 8. chair* 9. dining room 10. garage 11. kitchen 12. lamp 13. lawn 14. living room 15. refrigerator 16. roof 17. rug 18. sink (location)* 19. sofa 20. tent 21. toilet	1-9 Review 1st grade 10. airport 11. balloon 12. field trip 13. foot 14. other * 15. rocket/spaceship 16. subway 17. taxi 18. train station 19. trip	1-12 Review 1st grade 13. Carribean 14. city 15. continent 16. country 17. desert 18. earth 19. east 20. equator 21. globe 22. island 23. key 24. mountains 25. north 26. plains 27. pole(s) 28. Puerto Rico 29. sea 30. south 31. Taino (Indians) 32. volcano 33. west

* Culturally appropriate

THIRD GRADE

Think Critically About Cultural Differences

Description of Self

Appreciation of Cultural Celebrations

1-8 Review 1st & 2nd grade
9. ceremony
10. Hopi
11. Native American
12. Navajo
13. Papago

Extended Family

1-25 Review 1st & 2nd grade
26. I am...
27. I can...
28. I celebrate
29. I eat
30. I have
31. I like
32. I live
33. I play
34. I speak
35. I wear

Professions/ Occupations

1-27 Review 1st & 2nd grade
28. assistant
29. clerk
30. construction worker
31. cowboy*
32. dancer
33. electrician
34. explorer
35. herder
36. medicine man
37. photographer
38. plumber
39. soldier
40. trader
41. weaver

Identifying Surroundings

Describing Michigan

1-5 Review 1st & 2nd grade
6. country*
7. Flint
8. forest
9. Great Lakes
10. Lower Peninsula
11. neighborhood*
12. product
13. Upper Peninsula

Shelter

1-21 Review 1st & 2nd grade
22. cabin/cottage
23. condominium
24. mobile home

Transportation

1-19 Review 1st & 2nd grade
20. camper
21. motorcycle
22. skateboard
23. skis
24. sled
25. snowmobile

Use of Graphic Tools (Land Forms/Map Skills)

1-33 Review 1st & 2nd grade
34. Atlantic
35. Arizona
36. California
37. canyon
38. capital
39. chart
40. coast
41. colony
42. Colorado
43. compass (rose)
44. graph/bar graph
45. legend
46. Mediterranean
47. Nevada
48. New Mexico
49. northeast
50. North American
51. northwest
52. plateau/mesa
53. prairie
54. southeast
55. southwest
56. Texas
57. Utah

* Culturally appropriate ** Include current events pertaining to country

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FIRST GRADE

Communicate Scientifically

Development	Habitat	Names	Noises and Body Parts	Uses	Environment	Physical	Plants	Seasons	Solar System	Weather
	1. air 2. barn 3. desert 4. farm 5. forest 6. house 7. jungle 8. lake 9. mountain 10. sea/ocean 11. zoo	1. bear 2. bee 3. bird 4. cat 5. cow 6. dog 7. domestic 8. duck 9. elephant 10. fish 11. fly 12. giraffe 13. hen 14. horse 15. lamb 16. lion 17. monkey 18. mouse 19. mule 20. panther 21. pig 22. rabbit 23. rhino 24. rooster 25. snake 26. spider 27. tame 28. tiger 29. turtle 30. wild 31. zebra	1. baa 2. bark 3. cock-a-doodle do 4. meow 5. moo 6. neigh 7. oink 8. quack 9. roar 10. tweet	1. pet 2. food		1. garden 2. rock 3. sand	<u>Functions</u> 1. grow 2. reproduce <u>General</u> 1. living 2. non-living 3. plant 4. tree <u>Needs</u> 1. air 2. light 3. soil 4. sunlight 5. wather <u>Parts</u> 1. branch 2. flower 3. leaf/leaves 4. roots 5. seed 6. stem 7. trunk	1. fall * 2. season 3. spring 4. summer 5. winter	1. moon 2. space 3. star 4. sun	1. cloud 2. It is cold 3. It is foggy 4. It is hot 5. It is rainy 6. It is snowing 7. It is stormy 8. It is sunny 9. It is windy 10. rain 11. rainbow 12. snow 13. sun 14. What is the weather

* Culturally appropriate

SECOND GRADE

Communicate Scientifically

Development	Habitat	[illegible]	Noises and Body Parts	Uses	Environment	Physical	Plants	Seasons	Solar System	Weather
	1-11 Review 1st grade 12. acquarium 13. country 14. den 15. hole	1-31 Review 1st grade 32. butterfly 33. camel 34. catepillar 35. crocodile 36. frog 37. goat 38. insect 39. owl 40. ostrich 41. pony	1-10 Review 1st grade 11. antenna 12. beak 13. claw 14. weather 15. fur 16. paw 17. scale 18. shell 19. whiskers 20. wing	1-2 Review 1st grade	1. recycle 2. reduce 3. reuse	1-3 Review 1st grade 4. attract 5. boil 6. energy 7. fire 8. force 9. freeze 10. gas 11. heat 12. ice 13. land 14. liquid 15. magnet 16. matter 17. metal 18. motion 19. repel 20. solid 21. sound 22. weight	<u>Functions</u> 1-2 Review 1st grade <u>General</u> 1-4 Review 1st grade <u>Needs</u> 1-5 review 1st grade <u>Parts</u> 1-7 Review 1st grade	1-5 Review 1st grade	1-4 Review 1st grade 5. earth 6. planet 7. solar system 8. universe	1-14 Review 1st grade 15. It is cloudy 16. It is icy 17. It is nice 18. temperature 19. thermometer

* Culturally appropriate

THIRD GRADE

Communicate Scientifically

Development	Habitat	Animals	Noises and Body Parts	Uses/Products of	Environment	Physical	Plants	Seasons	Solar System	Weather
1. alive 2. egg 3. larva 4. life cycle 5. mammal 6. parent (adult) 7. pupae	1-15 Review 1st & 2nd grade 16. cactus 17. camouflage 18. endanger 19. nest 20. pollution 21. survival	1-41 Review 1st & 2nd grade 42. chicken 43. Gila monster 44. guinea pig 45. hamster 46. iguana 47. lizard 48. prairie dog 49. reptile 50. scorpion 51. sheep 52. scorpion	1-20 Review 1st & 2nd grade 21. howl 22. stinger 23. tail	1-2 Review 1st & 2nd grade 3. down 4. hide 5. leather 6. livestock 7. wool	1-3 Review of 1st & 2nd grade 4. irrigate	1-22 Review 1st & 2nd grade 23. ash 24. boil 25. burn 26. chemical change 27. electricity 28. freeze 29. fuel 30. light 31. natural resource 32. rust 33. shadow 34. wood Light Energy 1. energy 2. light 3. reflect/ refract 4. shadow Sound Energy 1. absorb 2. echo 3. pitch 4. reflect/ refract 5. sound 6. source 7. vibrate 8. volume 9. wave	Functions 1-2 Review 1st & 2nd grade 3. absorb 4. anchor 5. carbon dioxide 6. germinate 7. makes 8. oxygen 9. stores 10. supports General 1-4 Review 1st & 2nd grade 5. mineral Needs 1-5 review 1st & 2nd grade Parts 1-7 Review 1st & 2nd grade	1-5 Review 1st & 2nd grade	1-8 Review 1st & 2nd grade 9. comet 10. Mercury 11. Venus 12. Earth 13. Mars 14. Jupiter 15. Saturn 16. Neptune 17. Uranus 18. Pluto 19. revolution 20. rotation 21. sunlight 22. surface	1-19 Review 1st & 2nd grade 20. condense 21. evaporation 22. precipitation 23. sleet 24. tornado 25. vapor 26. water cycle

* Culturally appropriate

Revised February 9, 1993

Attending to One's Physical Self

Body Parts	Feelings	Fitness & Leisure	Foods	Safety	Senses	
1. mouth 2. nose 3. head 4. ears 5. eyes 6. hand 7. leg 8. arm 9. foot 10. tooth 11. shoulders 12. stomach 13. tongue 14. hair 15. knee 16. back 17. neck 18. elbow 19. fingers 20. toes 21. thumb 22. heart		1. sport 2. football 3. soccer 4. basketball 5. baseball 6. tennis 7. skiing 8. biking 9. hockey 10. skating 11. swimming 12. camping	1. fruit 2. apple 3. orange 4. banana 5. cherry 6. grape/raisin 7. lemon 8. pear 9. peach 10. vegetable 11. peas 12. beans 13. potatoes 14. tomato 15. lettuce 16. carrott 17. onion 18. sandwich 19. chocolate 20. coke 21. sausage 22. other*			

* Use culturally appropriate ones.

FIRST GRADE

Second Grade - Health & Foreign Language

Revised February 9, 1993

Attending to One's Physical Self

Body Parts	Feelings	Rest	Foods	Safety	Senses			
1-22 Review 1st Grade 23. face 24. brain 25. bones 26. muscle 27. blood 28. behind 29. forehead 30. lip 31. cheek	1. angry 2. see also opposites	**Sports** 1-12. Review 1st Grade	1-22. Review 1st Grade 23. meat 24. steak 25. chicken 26. ham 27. fish 28. dessert 29. pie 30. cake 31. cookies 32. chips 33. drinks 34. coffee 35. tea 36. juice 37. water 38. milk 39. bread 40. cereal 41. butter 42. cheese 43. pizza 44. fries 45. salt 46. pepper 47. butter 48. catsup 49. mayonnaise 50. sugar 51. cream 52. other * 53. hamburger 54. ice cream	1. drugs 2. medicine 3. safety	1. taste 2. touch 3. smell 4. see 5. hear			

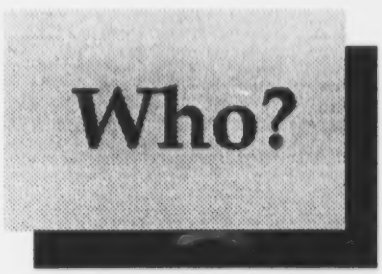
* Use Culturally appropriate ones

SECOND GRADE

Attending to One's Physical Self

Body Parts	Foods	Safety	Wellness			
1 Review 1st/ 2nd grade 2 human 3 lungs	1 Review 1st/ 2nd grade 2 breakfast 2 dinner 3 lunch 4 snack	1. Review 1st/ 2nd grade 2. accident 3. clinic 4. fire safety 5. first aid 6. help 7. injury 8. 911 9. ouch 10. pedestrian 11. poison 12. stranger 13. telephone	1. cold 2. disease 3. exercise 4. flu 5. healthy food 6. ill 7. nutritious 8. recreation 9. shot 10. sleep 11. snack foods 12. stomache ache 13. well			

Elementary Foreign Language



Roles and Expectations

Roles/Expectations

Administration

The administrations role is key to the success of any type of foreign language program. Building and district administrators are encouraged to provide support for the elementary foreign language program by:

1. Presenting a positive attitude toward the foreign language learning.
2. Learning a few greetings and daily expressions and using them.
3. Providing praise and publicity.
4. Answering questions and complaints.
5. Assisting with the staffing and scheduling.
6. Observing and evaluating the program/teachers and encouraging intervisitation of all teachers.
7. Assisting in plans for the curriculum.
8. Providing classroom space and/or facilities.
9. Providing funds for instructional materials.
10. Assisting the Foreign Language Coordinator.

Regular Classroom Teacher

The classroom teacher is encouraged to provide support for the foreign language instruction in the following ways:

1. Present a positive attitude toward the foreign language learning. Be a good role model.
2. Watch for topics or activities during the language lesson that can be used in follow-up activities.
3. Encourage students to explore the language and culture in greater depth.
4. Plans for ways to correlate the foreign language and culture with other subjects in the elementary school curriculum. Communicate these plans to the foreign language teacher.
5. Have students look for foreign words that have become a part of the English language (i.e., sombrero, cafe.)

Roles & Expectations (Continued)

6. Assist in the discipline of students.

7. Assist in the evaluation of the students.

8. Report class activities to parents, the principal, and other teachers.

9. Allow students time to decipher the foreign language without stepping in to act as a translator.

10. Direct any problems and/or questions to the Foreign Language Coordinator or the Building Administrator.

Foreign Language Teacher

The foreign language teacher is expected to:

1. Enlist the aid of the regular classroom teacher, particular with regard to lesson planning and discipline.

2. Know the elementary school curriculum well enough to be able to teach all content areas in the target language.

3. Have knowledge of the target language/culture and how to teach it.

4. Have knowledge of appropriate children's literature in the target language and an awareness and appreciation of children's literature in English.

5. Have an ability to work effectively with children and with the regular classroom teachers.

6. Involve parents in the foreign language program.

7. Have knowledge of the rationale for teaching foreign language at the elementary level and the ability to communicate this to others.

8. Know the philosophy, goals, outcomes and objectives of the elementary foreign language program.

9. Plans for ways to correlate the foreign language and culture with other subjects in the elementary school curriculum. Communicate these plans to the foreign language teachers.

10. Direct all questions/concerns to the Foreign Language Coordinator and/or the Building Administrator.

Elementary Foreign Language

When?

Daily Schedule

Grand Blanc Community Schools
Foreign Language Department
Schedule

1992 - 1993

Revised 9/25/92

Elementary						
School	Language	Time	Regular Classroom Teacher	Foreign Language Teacher	Room #	Grade Level
Brendel	Spanish	9:30 - 10:00	Gregory	Ashmore	103	1st
Brendel	Spanish	10:05 - 10:35	Johnson	Ashmore	104	1st
Brendel	Spanish	10:40 - 11:10	Laws	Ashmore	102	1st
Brendel	Spanish	11:15 - 11:45	Beckley	Ashmore	105	1st
Indian Hill	Spanish	2:15 - 2:45	Ellis	Lance	107A	1st
Indian Hill	Spanish	2:45 - 3:15	Landis	Lance	110	1st
McGrath	Spanish	9:30 - 10:00	Slaga	Kelley	119	1st
McGrath	Spanish	10:55 - 11:25	Putnam	Kelley	120	1st/2nd
McGrath	Spanish	12:30 - 1:00	Stanbury	Kelley	103	1st
McGrath	Spanish	1:05 - 1:35	Bresnahan	Kelley	121	1st
McGrath	Spanish	1:40 - 2:10	Parsons	Kelley	102	1st
Myers	Spanish	1:00 - 1:30	Rice	Ashmore	112	1st/2nd
Myers	Spanish	1:35 - 2:05	Chapman	Ashmore	116	1st
Myers	Spanish	2:10 - 2:40	Bennett	Ashmore	114	1st
Myers	Spanish	2:45 - 3:15	Ambrose	Ashmore	119	1st
Reid	Spanish	9:15 - 9:45	Colton	Lance	208	2nd
Reid	Spanish	9:45 - 10:15	Matheny	Lance	208	2nd
Reid	Spanish	10:15 - 10:45	Rowe	Lance	208	1st
Reid	Spanish	10:45 - 11:15	DeBoer	Lance	208	1st
Reid	Spanish	11:15 - 11:45	Stanford	Lance	208	1st
Reid	Spanish	1:00 - 1:30	O'Connor	Lance	208	2nd

Middle School						
School	Language	Time	Regular Classroom Teacher	Foreign Language Teacher	Room #	Grade Level
Middle	French	8:12 - 8:57	Hankinson	Hankinson	625	6th
Middle	French	9:01 - 9:46	Hankinson	Hankinson	625	8th
Middle	French	1:06 - 1:51	Hankinson	Hankinson	625	7th
Middle	French	1:55 - 2:40	Hankinson	Hankinson	625	8th
Middle	French	10:39 - 11:24	Lemke	Lemke	623	8th
Middle	French	11:28 - 12:13	Lemke	Lemke	623	6th
Middle	French	8:12 - 8:57	Urbytes	Urbytes	623	7th
Middle	French	9:01 - 9:46	Urbytes	Urbytes	623	7th
Middle	French	9:50 - 10:35	Urbytes	Urbytes	623	7th
Middle	French	10:35 - 12:13	Urbytes	Urbytes	623	7th
Middle	French	12:17 - 1:02	Urbytes	Urbytes	623	7th
Middle	French	1:06 - 1:51	Urbytes	Urbytes	623	7th
Middle	Spanish	9:01 - 9:46	Hill	Hill	616	7th
Middle	Spanish	9:50 - 10:35	Hill	Hill	616	7th
Middle	Spanish	10:39 - 11:24	Hill	Hill	616	7th
Middle	Spanish	12:17 - 1:02	Hill	Hill	616	6th
Middle	Spanish	1:06 - 1:51	Hill	Hill	616	6th
Middle	Spanish	1:55 - 2:40	Hill	Hill	616	7th
Middle	Spanish	9:01 - 9:46	Hoppa	Hoppa	627	8th
Middle	Spanish	9:50 - 10:35	Hoppa	Hoppa	627	7th
Middle	Spanish	10:39 - 11:24	Hoppa	Hoppa	627	8th
Middle	Spanish	11:28 - 12:32	Hoppa	Hoppa	627	8th
Middle	Spanish	1:06 - 1:51	Hoppa	Hoppa	627	7th
Middle	Spanish	1:55 - 2:40	Hoppa	Hoppa	627	8th
Middle	Spanish	8:12 - 8:57	Kelly	Kelly	627	7th

High School						
School	Language	Time	Regular Classroom Teacher	Foreign Language Teacher	Room #	Grade Level
High	French	7:15 - 8:12	Barnes	Barnes	142	III
High	French	8:17 - 9:17	Barnes	Barnes	142	IV
High	French	9:22 - 10:19	Barnes	Barnes	142	I
High	French	10:24 - 11:53	Barnes	Barnes	142	I
High	French	11:58 - 12:55	Barnes	Barnes	142	IV/V
High	French	7:15 - 8:12	Larpenter	Larpenter	114	II
High	French	9:22 - 10:19	Larpenter	Larpenter	114	II
High	French	10:24 - 11:53	Larpenter	Larpenter	114	II
High	French	11:58 - 12:55	Larpenter	Larpenter	114	II
High	French	1:00 - 1:57	Larpenter	Larpenter	114	III
High	French	7:15 - 8:12	Lemke	Lemke	132	I
High	German	10:24 - 11:52	Hankinson	Hankinson	131	II, III, IV
High	Spanish	7:15 - 8:12	Anderson	Anderson	141	III
High	Spanish	9:22 - 10:19	Anderson	Anderson	141	IV
High	Spanish	10:24 - 11:53	Anderson	Anderson	141	IV, V
High	Spanish	11:58 - 12:55	Anderson	Anderson	141	III
High	Spanish	1:00 - 1:57	Anderson	Anderson	141	III
High	Spanish	7:15 - 8:12	Jackson	Jackson	120	II
High	Spanish	9:22 - 10:19	Jackson	Jackson	120	II
High	Spanish	10:24 - 11:53	Jackson	Jackson	120	II
High	Spanish	11:58 - 12:55	Jackson	Jackson	120	II
High	Spanish	1:00 - 1:57	Jackson	Jackson	120	II
High	Spanish	7:15 - 8:12	Lecea	Lecea	300	I
High	Spanish	8:17 - 9:17	Lecea	Lecea	300	I
High	Spanish	10:24 - 11:53	Lecea	Lecea	300	I
High	Spanish	8:17 - 9:17	Ryan	Ryan	132	II
High	Spanish	9:22 - 10:19	Ryan	Ryan	132	I
High	Spanish	10:24 - 11:53	Ryan	Ryan	132	III
High	Spanish	11:58 - 12:55	Ryan	Ryan	132	I
High	Spanish	1:00 - 1:57	Ryan	Ryan	132	I

Timeline for Action Plans

1990-1991

Spring 1990

- Survey Elementary Parents, RE: Foreign Language Elementary Program
- Survey High School Students, RE: Interest in Culture/Conversation Class

Fall, 1990

- Hire a Foreign Language Coordinator (1 hour)

Spring, 1991

- Hire Teacher for Pilot Program by April 30, 1991

Summer, 1991

- Curriculum Writing for Pilot Program
- Curriculum Writing for Level 3 Culture/Conversation Course

1991-1992

Fall, 1991

- Pilot Program in Place in one building at the first grade level.
- High School Conversation/Culture Class - Level 3 put into place

Winter, 1992

- Develop Evaluation Instrument for Pilot

Spring, 1992

- Submit curriculum study for 2nd grade Pilot
- Introduce Phase I to Community
- Send Flyers to Kindergarten Parents
- Hire 2.5 Staff by April 30, 1992 to teach Phase I in Fall

Summer, 1992

- Revise Pilot 1st grade in one building
- Develop 2nd grade Pilot

1992-1993

Fall, 1992

- Phase I in Place at all elementary schools
- High School Culture/Conversation Class in Place at Level 4
- 2nd grade Pilot program in place

Spring, 1993

- Evaluation of Phase I
- 5th Level - High School Conversation/Culture class curriculum study, rewrite objectives, seek approval
- Hire teacher for Next Year (2.0 and increase .5 position to full-time)

Summer, 1993

- Revise 2nd grade Pilot program
- Develop 3rd grade Pilot program

1993 - 1994

Fall, 1993

- 1st grade, 30 minute program in place at all schools
- 2nd grade, 30 minute program introduced at all schools
- 3rd grade, Pilot of 30 minute program in 1 school
- High School - Culture/Conversation class, Level 3 in place
- High School - Culture/Conversation class, Level 4 in place
- High School - Culture/Conversation class, Level 5 introduced
- Non-Traditional Foreign Language class introduced

Spring, 1994

- Submit curriculum study for 4th grade pilot program
- Hire staff (2.5)

Summer, 1994

- Revise 3rd grade pilot
- Develop 4th grade pilot

1994 - 1995

Fall, 1994

- 1st grade, 30 minute program in place in all schools
- 2nd grade, 30 minute program in place in all schools
- 3rd grade. 30 minute program in place in all schools
- 4th grade, Pilot 30 minute program introduced
- High School Culture/Conversation classes, Levels 3-5 in place
- Non-Traditional Foreign Language class up to 2 sections

Summer, 1995

- Revise 4th grade Pilot program
- Develop 5th grade Pilot program

POSSIBLE TOTAL MINUTES PER WEEK: 1925

Grade 1: Time Allocation (Revised 10/89)
Allocated Time (1760 Minutes Per Week)
Unallocated Time (165 Minutes Per Week)

1. Language Arts: 800 Minutes Per Week

   a) Reading
   b) Spelling
   c) Handwriting
   d) Creative Writing
   e) Listening/Communication Skills/Sharing
   f) English/Language
   g) Literature
   h) Library (Instruction/Check out/Free Reading)

2. Mathematics: 225 Minutes Per Week

3. Social Studies/Science/Health: 150 Minutes Per Week

4. Music/Physical Education: 150 Minutes Per Week

5. Lunch/Recess: 225 Minutes Per Week

6. Routine Procedures: 120 Minutes Per Week

   a) Restroom/Drinks
   b) Lunch Count/Attendance
   c) Pledge
   d) Preparing to Leave

7. Art: 90 Minutes Per Week

POSSIBLE TOTAL MINUTES PER WEEK: 1925

Grade 2: Time Allocation (Revised 10/89)
Allocated Time (1760 Minutes Per Week)
Unallocated Time (165 Minutes Per Week)

1. Language Arts: 800 Minutes Per Week (2 hrs. 40 min. daily)

   a) Reading
   b) Spelling
   c) Handwriting
   d) Creative Writing
   e) Listening/Communication Skills
   f) English/Language
   g) Literature
   h) Sharing
   i) Library (Instruction/Check out/Free Reading)

2. Mathematics: 225 Minutes Per Week

3. Social Studies/Science/Health: 150 Minutes Per Week

4. Music/Physical Education: 150 Minutes Per Week

5. Lunch/Recess: 225 Minutes Per Week

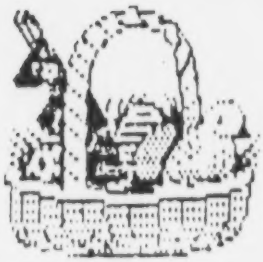
6. Routine Procedures: 120 Minutes Per Week

   a) Restroom/Drinks
   b) Lunch Count/Attendance
   c) Pledge
   d) Preparing to Leave

7. Art: 90 Minutes Per Week

8. Media: 30 Minutes Per Week

   a) Computer (To be applied to content areas as needed.)



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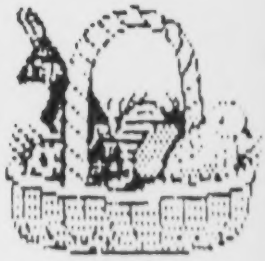


SUN	MON	TUE	WED	THU	FRI	SAT
Stanford 12:45 - 1:15 Rowe 2:10 - 2:40 DeBoer 2:45 - 3:15			1 Calendar/ Weather	2 Calendar/ Weather	3 Calendar/ Weather	4
5	6 Review calendar/ Count by 10's	7 Half days:	8 Conferences; No Spanish	9	10	11
12	13 Clothing/ Count 11-50	14 Clothing/ Count 11-50	15 Clothing/ Count 11-50	16 Clothing/ Count 11-50	17 Clothing/ Count 11-50	18
19	20 Body parts/ Commands	21 Body parts/ Commands	22 Body parts/ Commands	23 Body parts/ Commands	24 Body parts/ Commands	25
26	27 Sports/ Plants	28 Sports/ Plants	29 Sports/ Plants	30 Sports/ Plants		

Elementary Foreign Language

How?

Lesson Plans

Lesson Plans

What Would Be a Typical Lesson Plan Format?
(Sequential FLES or FLEX)

Lesson (goal or goals of the lesson) Time (in minutes)

Warm-up of familiar material 3-5
Greetings, health, weather, numbers, classroom objects, etc.
New material, including culture 7-10
Change of pace (song, TPR, etc.) 2-3
Review of previous material 8-10
Reading and writing activities (depends on the grade) 8-10
Summary and plans for follow-up 2-4

Sample Content-Based Lesson Plan

The Content-Based Approach

This is one of the newer approaches to **FLES**, based upon the success of various immersion programs. With the content-based approach, a unit of social studies, for example, is taught entirely or partially in the foreign language, making certain that all the necessary vocabulary and expressions understood by the children. Through this approach, the youngsters learn new concepts in subject matter, aas well as foreign language components in all four skills.

Sample Content-Based Unit, Grade 4 (approximately 3 weeks)

1. Directions: north, south, east, west.
   Crossing rivers, oceans, lakes, mountains, plains.
2. Travel by means of train, car, bus, plane, bicycle, and on foot

Looking at a map of the United States, Canada, and Mexico, students and teacher could make various statements about directins (all in foreign language):

Here is the United States on the map.
Here is Canada, to the north of the United States.
Here is Mexico, to the south of the United States.
Washington is th ecapital of the United States.
Mexico City is the capital of Mexico.
The president of the United States is _____.
The president of Mexico is _____.

Students then could dictate an expreince story about a boy and a girl traveling from San Franscisco to Mexico city, crossing rivers, lakes, mountains, plains.

Students in groups, could then describe the trip, using different types of transportation: train, car, bus, plane, bicycle, and on foot. They could make scrapbooks for the gorup, showing a map, places visited en route, road signs they would pass, etc., depending on the information they received while doing research in several Spansih books in class.

As a culmination, each group could dramatize one aspect of the trip (amusing or historical in nature, or demonstrating some of the difficulties encountered, etc.) This would help reinforce the social studies concepts as well as the functional use of Spanish.

The content selected for foreign language in the elementary school depends on the goals of the program. But it also depends on the abilities of the youngsters, the resources and materials, the teachers, the schedule, and what is a realistic expectation leading to some degree of proficiency.

Content At the Kindergarten - Grade 3 Level

Content at this early level moves lowly, devotes shorter periods of time to the foreign language in FLES and FLEX, and has very short segments of the lesson. Since children's attention span is brief at this level, teachers find that they must change actitities every 3 to 4 minutes in a 20 minute lesson. Activities alternately change from listening and being seated to moving around or singing and dancing or role-playing. The content revolves around the children's daily activities at school and at home, including pets and animals in the zoo. They like number and counting games, and reading readiness activities. By grade three, they can apply some of the word-attack skills they have learned in English to reading in the foreign language, but they need special instructions when it comes to sound-letter correspondences. The content of a lesson in Grade 1 might include:

* Numbers 1-11; counting with a ball
* Telling time
* Using toy clock to tell time
* Movement to illustrate the arms of the clock at various times of the day

Unit: Food

Content Area: Social Studies

Level: All levels

Title: Set the Table, Please (Mettez la Table)

Objective: Students will be able to name and identify various table utensils and understand how some are used differently in France.

Activity: Using TPR commands, have students set the table for breakfast or dinner. Explain how children in France drink their hot chocolate with milk from large bowl-like cups with no handles. Show how the fork is held with the left hand and the knife with the right while eating.

Unit: Food

Content Area: Mathematics

Level: All levels

Title: Charting Preferences

Objective: The students will be able to identify their preferences, graphically represent it on a chart and successfully read the chart to explain the findings.

Activity: On a large piece of chart paper, the teacher asks students to describe the different colors of apples. He/she then records the responses on the chart. For example; red, green, yellow. The students are then asked to write their name on a paper that is shaped like an apple. The student colors the apple the appropriate color and places it on the chart. When the class has finished recording their preferences, the teacher asks the class to describe their findings.

Variation: This activity may be done with various objects or foods. Also, the students could turn it into a poll where they go around the school asking others their preferences and individually graph their results.

Unit: Food

Content Area: Mathematics

Level: All levels

Title: Bon Marche or The Price is Right

Objective: The student will be able to estimate prices of assorted foods.

Activity: Various foods are displayed with hidden price tags. Three students play at a time and èstimate the price in francs for a given item. The closest estimate receives 15 points for their team.

Unit: Food

Content Area: Health

Level: All levels

Title: Four Basic Food Groups

Objective: Students will demonstrate an understanding of which foods are categorized into each of the four basic food groups.

Materials: Food Group Signs
Food Pictures from National Dairy Council
Masking Tape
Food Category Chart

Activity: The four food groups are introduced by placing pictures in each category to give students the idea of what each category is. Also students repeat the words for each category. They will hear the words over and over again. Students are asked to categorize a picture according to the food group it is a part of. At this point, the teacher is not interested in student acquisition of the food words, only for vocabulary of the four food groups. Students will gradually learn the words for the food during the course of the unit. The concept to be taught at this point is only understanding of the food groups and what they consist of. During this activity, the concept of nutrition and eating foods from each group for a well balanced diet will be covered as well.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Breakfast, Lunch and Dinner

Objective: The students will use the skills of grouping by attributes, categorization and graphical representation through use of food group pictures.

Materials: Food Group Signs
Food Cards from National Diary Council
Three Meal Signs

Activity: First, the teacher will review the four basic food groups and have students practice placing assorted foods in the appropriate food group category. This is a review and a warm up activity. Then the three meals will be introduced with the signs. Clues to meaning will help students understand what each is. Students are asked to categorize foods according to the appropriate meal that it has eaten. During the entire time, the teacher is giving meaningful comprehensible input by saying the words for the foods, food groups and meals.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Build a Balanced Meal; Part I

Objective: Students will use their knowledge of the four basic food groups and meals to build their own well-balanced meal.

Materials: Paper Plate
Paper Napkin
Large Box Lid or Sheet of Cardboard
Food Pictures from National Diary Council
Meal Sings

Activity: Review meals and foods eaten during these meals. Using the food picture cards, students will create their own well-balanced meal. The teacher chooses which meal, so as to check student comprehension of the vocabulary of the various meals.

Unit: Food

Content Area: Health

Level: All levels

Title: I Like, I Don't Like

Objective: Students will use food vocabulary cards to demonstrate their ability to categorize and group by attributes.

Materials: I Like, I Don't Like Pictures
Food Group Signs
Meal Signs
Food Pictures from National Diary Council
Masking Tape

Activity: After review of previously learned concepts and warm up exercises, students will categorize foods by whether they like/dislike the given food. Students will see that the same foods can be grouped several different ways according to their attributes.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Build a Balanced Meal; Part II

Objective: Students will apply their knowledge of the four basic food groups to create a well-balanced meal for breakfast, lunch or dinner as selected by the teacher.

Materials: Plastic Food Replicas
Paper Plate on Box Lid

Activity: The various plastic foods will be introduced and discussed as to their attributes and which meal they might be eaten for. Then, students will be asked to come to the front of the class and given a particular meal, create a well-balanced meal using the plastic food. This activity is similar to the lesson on Building a Balanced Meal, except the children are able to use life-like food.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Create Your Own Food Group Chart

Objective: Students will use their knowledge of the four different food groups and foods which make up each group to categorize pictures of foods on their own.

Materials: Glue or Rubber Cement
Large Manilla Drawing Paper
Crayons, Scissors, and Assorted Magazines

Activity: This is a cooperative learning exercise. Students are broken into four groups of 5-6 members. Each group is given a specific food group. The task is for the members of the group to find pictures of foods in the magazines which fall into their category. The pictures are cut out and pasted onto their paper like a collage. When the time is up or the group has completed their task, each group paper is mounted on a larger sheet of paper to use for a bulletin board. Students can then see their work and the vocabulary will be reinforced throughout the school day.

Variations: Instead of each group choosing a specific food group, each group could do a collage or a chart showing each of the four food groups. This might be a task for older students or a longer class period.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Win, Lose or Draw

Objective: Students will demonstrate their knowledge of the various food vocabulary words learned during the unit.

Materials: 11 by 18 Newsprint or Chart Paper, Felt Marker
Food Cards from National Dairy Council

Activity: This activity is done much like its television counterpart. The class is divided into teams. A team member is chosen to draw a given food word. The team has 30 seconds to guess in French what the word is. 100 point are given if they are correct within the time frame. If no one on that team guesses in the allotted time, the other team can steal the picture for 50 points. The game continues for a given period of time. The team with the most points at the end of the period wins.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Guess That Food

Objective: While participating in this activity, students will synthesize all the information learned during the unit and use the spoken language to perform the tasks.

Materials: Food Cards from National Diary Council
Construction Paper Signs, Yarn
Food Group Cards, Three Meals Cards
Color Vocabulary Cards

Activity: A blank sign is hung over a student's back. The student faces away from the class so that they can see the sign. Another child in the class chooses a food and tapes it to the sign. The student in front of the class must ask yes or no questions to figure out what the food is. For example, a child could ask, "Is it a meat?," "Is it red?," "Is it big?," "Is it hot?." etc., until the child guesses. Once the word is guessed, that child picks another to play the game.

Unit: Food

Content Area: Health, Social Studies

Level: Intermediate

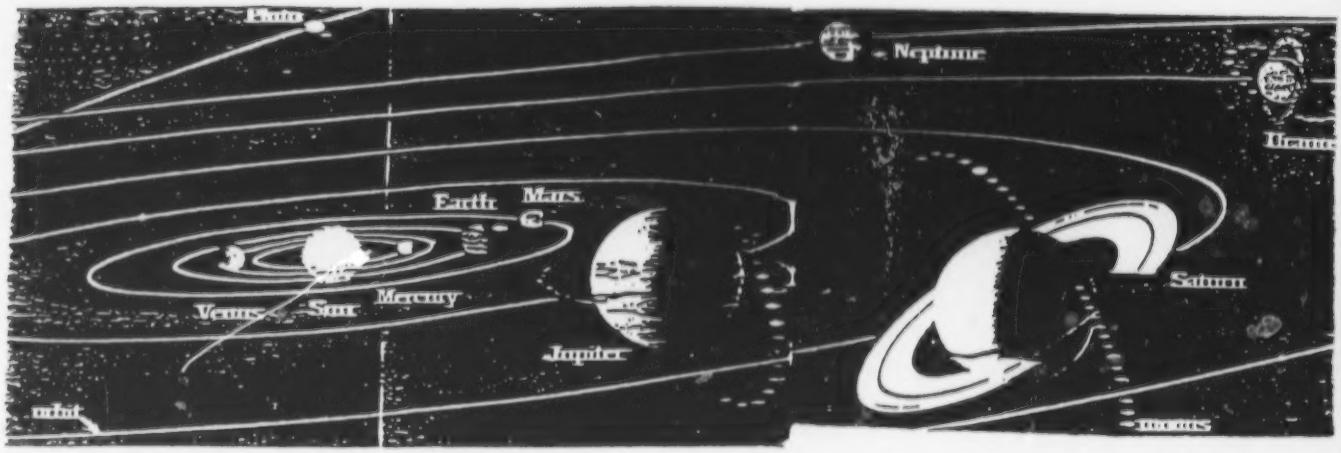
Title: Eating the French Way

Objective: After a discussion and slide presentation on "Les Francais A Table," the students will demonstrate increased knowledge about various cultural differences concerning the topic of food and nutrition.

Materials: Culture Capsule Worksheet
Slide Projector, Slides

Activity: The teacher will lead a discussion of various eating habits of the French including common foods eaten at meals, regional varieties, times of day when meals are eaten and choosing foods at the market. These topics will also be discussed during a slide presentation of a French family at the table and the city market. Students will be asked to identify foods that they have learned and classify them in the appropriate categories.

The solar system



The solar system has nine planets.

They all travel around the sun.

The sun is made of gas and is very, very, very hot!

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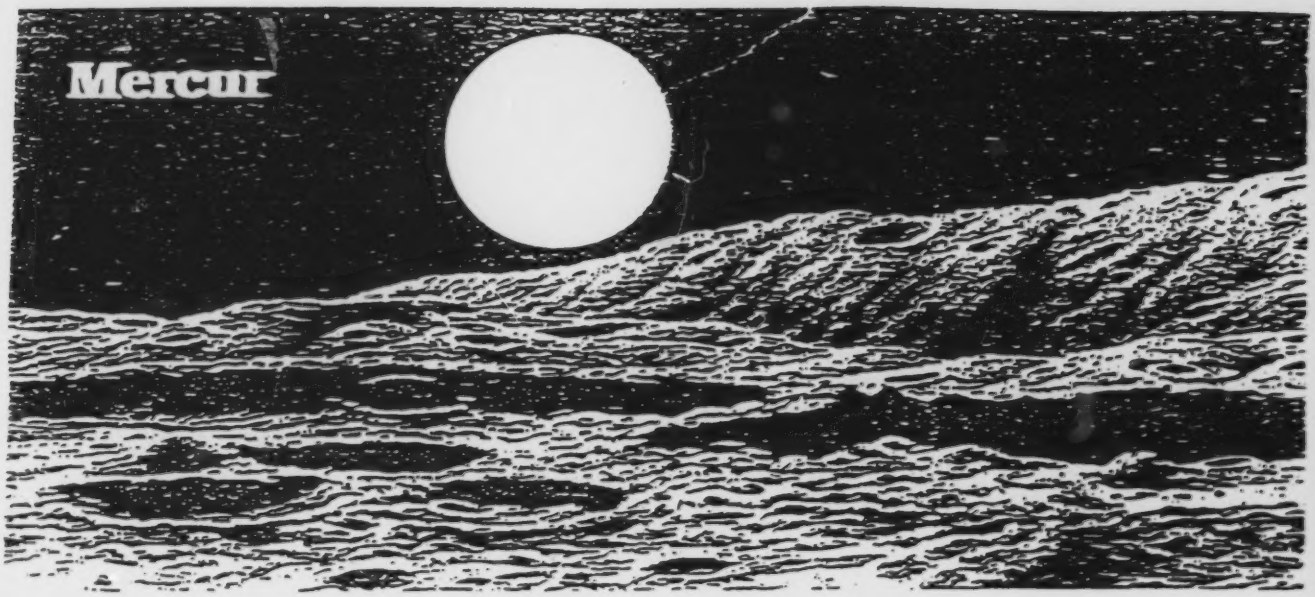
Mercury



Mercury is smaller than the earth.

Mercury is made of stone.

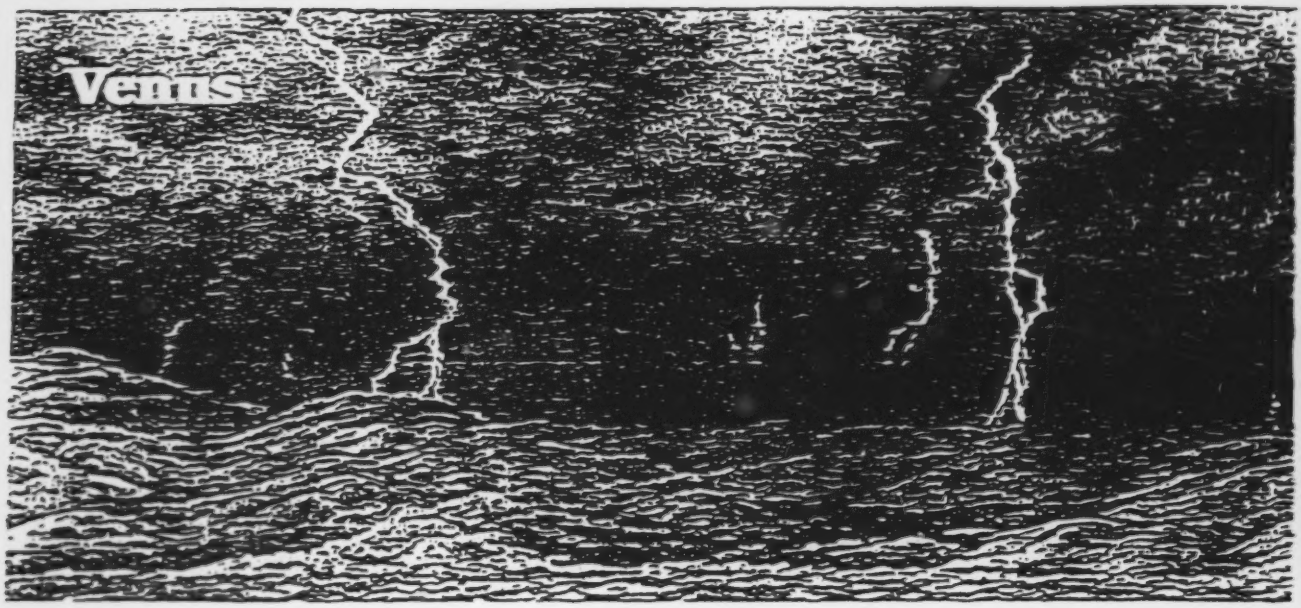
Mercury is very hot.

Mercury has no water.

Mercury has a black sky.

A year lasts three months.

Venus



Venus is smaller than the earth.

Venus is made of stone.

Venus is very hot.

There is always lightning.

It rains, but the water becomes steam.

The clouds in the sky are very dark.

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Earth

The earth is made of stone.

The earth has :

animals,
plants,
water,
oxygen,
a blue sky,
and an ozone shield.

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Mars

Mars is smaller than the earth.

Mars is made out of red stone.

Mars is very cold.

Mars has water, but it is ice and in the stone.

Mars has a red sky.

The astronauts go to Mars in 2020.

The trip lasts three months.

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Jupiter

Jupiter is the biggest planet .

Jupiter is made out of gas.

There is lightning in the sky.

Jupiter has many, many clouds.

The clouds are colorful; red, white, brown, blue, and black.

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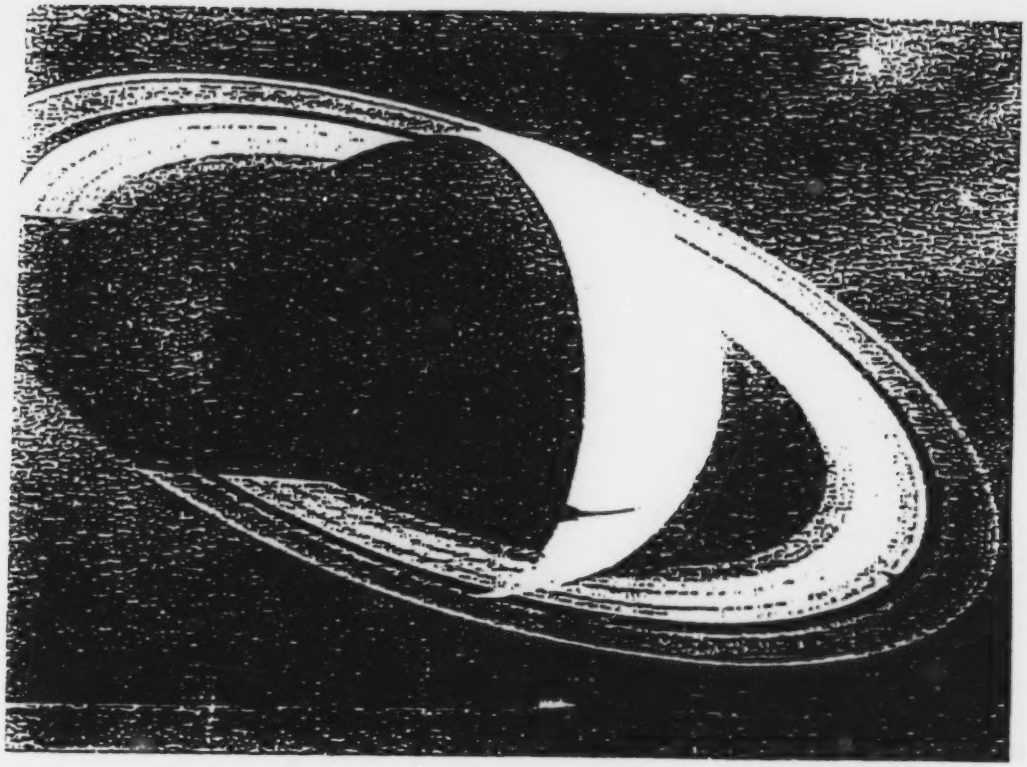
Saturn



Saturn is bigger than the earth.

Saturn is made of ice and stone.

Saturn is cold and very, very windy.

Saturn has many clouds.

Saturn has also many rings.

We can see Saturn without a telescope.

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Uranus and Neptune

Uranus and Neptune are bigger than the earth.

Uranus and Neptune have many clouds, green and blue.

We don't know what is under the clouds.

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Pluto

Pluto is the smallest planet .

Pluto is made out of stone.

Pluto is half as big as the earth.

Pluto is very cold.

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Evaluation/Assessment/Report Card

Evaluation of Lessons

New Trends in FLES* Instruction

There is no one *best way* to teach foreign languages, but there are some new trends in **FLES*** instruction which may be in evidence in the **FLES*** classroom:

- More "student talk" in the foreign language than "teacher talk"
- No English (or very little) used by the teacher; no English used by the students
- Wide variety in presentations, practice, and all phases of learning
- Abundant use of TPR in all aspects of learning and at all levels
- A variety of instructional materials: audio, print, multimedia, etc.
- Use of "authentic cultural materials" wherever possible
- Procedures for encouraging students and for alleviating anxiety
- Special procedures for challenging gifted students
- Activities for stimulating higher order thinking skills
- Interdisciplinary and content-based approaches
- Implementation of the goal of person-to-person communication
- Small group, paired, individualized, and cooperative learning
- Infusion of global awareness
- Learning through real, concrete objects
- Short segments to accommodate children's short attention span
- Learning in a meaningful context

Do You Know a Good FLES* Lesson When You Observe One? (A Checklist)

- Are students actively participating in the foreign language, individually, in paired groups, in small groups, or in whole-class activities?
- Are youngsters given the opportunity to use the foreign language with one another in functional situations during the lesson?
- Are the students encouraged to use the foreign language (depending on the goals of the program and the grade level of the students) in all four skills of listening, speaking, reading, and writing?
- Are the students challenged with activities for promoting higher order thinking skills?
- Are many of the new trends and techniques of **FLES*** in evidence in the classroom?
- Is there a variety of activities in short segments, using a rapid pace?
- Are there review and reinforcement activities, as well as presentation of new material in each lesson? Is there evidence of effective planning?
- Does the teacher emphasize communication and cultural activities?
- Are topics integrated with other subjects in the curriculum?
- Is there a variety of instructional and multimedia materials in use by the teacher and the students? Are they appropriate, attractive, and appealing to children?
- Does the teacher seem to motivate each lesson and each segment of the lesson? Is the teacher energetic and dynamic?
- Is ongoing evaluation in evidence? Does the teacher correct major individual errors in an encouraging manner? Is accuracy encouraged? Is the evaluation performance-based rather than grammar-based?
- Are cultural topics woven into each lesson?
- Is the textbook adapted and modified to suit the curriculum and the ability of the students? Is a variety of materials used?
- Does the teacher have effective classroom routines, so that everyone is on task during the entire lesson? Is every minute used?
- Is the homework explained clearly? Is the homework checked and explained during the class lesson?
- Is the foreign language used by the teacher at all times? By the students?

- Do the students appear to look forward to the next foreign language class?
- Does the teacher assist individual students, both for remediation and for enrichment? Are gifted students given challenging assignments?
- Have the students learned something new?
- Does the teacher seem to look forward to the next foreign language class?
- Have you, the administrator/supervisor, learned some expressions in the foreign language during this lesson, particularly if you did not know the foreign language? Did you enjoy the foreign language learning experience?

Evaluation of Activities

Activities

Many experienced administrators and supervisors are concerned when they observe **FLES*** teachers, whether they are in *Sequential FLES, FLEX,* or *Immersion*, because it is difficult to observe and assess without a working command of the foreign language. Although observers may not understand every word that is being uttered by the teacher and the children, experienced administrators know an effective class session when they see it. Some of the general characteristics of an effective class session in a foreign language are similar to those in any other subject area: students are engaged and interested in the lesson; students actively participate in the lesson by raising their hands and answering questions, performing actions in response to TPR commands, role-playing, listening with understanding, working in pairs, speaking, reading, writing -- to name just a few of the activities.

The classroom environment should be conducive to learning, and there should be effective classroom management routines in evidence. The seating arrangement will vary according to the activity: whole-class instruction; small-group activities; paired activities; or individual work with a computer or some other kind of audiovisual or electronic equipment. The instructional materials should be appropriate, culturally authentic, and of interest to the children. The most important aspect of the classroom environment has to do with helping children feel at ease, comfortable yet challenged, encouraged, and praised; an environment where the teacher helps the children learn.

Additional guidelines for observing **FLES*** classes include the following:

1. Words and expressions are taught in context, not in isolation.
2. There is an emphasis on listening, speaking, and culture, and--depending on the goals of the program and the grade level--on reading and writing.
3. Associations are made between the foreign language and the object, action, or concept, rather than with the English equivalent.
4. There is a wide range of materials of instruction used during the class session including audio, visual, manipulative, etc.
5. The emphasis is on functional communication activities in real-life situations.
6. Grammatical structures are learned by imitation and repetition.
7. Each lesson includes a great deal of systematic review, reentry, and reinforcement of previously introduced material.
8. The pace of the lesson is lively and is maintained by timely changes and transitions from one activity to the next.
9. The cultural component is interwoven with the linguistic activities.
10. The children are encouraged to speak to one another in the foreign language, within the constraints of vocabulary and structure.
11. Although both the children and the teacher recognize that they are engaged in the development of foreign language skills and understanding, the teacher capitalizes on interest appeal and humor to motivate and enhance learning.
12. Evaluation is an ongoing and integral part of the teaching and learning process, with error correction by teacher and students.

13. There are choral, group, and individual repetitions of the foreign language.
14. The children recite and role-play conversations, songs, and poems.
15. The children learn about how holidays are celebrated in different cultures.
16. There is an interdisciplinary approach, characterized by integration of the foreign language with the different subjects of the elementary school curriculum such as music, art, science, physical education, mathematics and social studies.
17. There is content-based instruction for reinforcement of concepts in other subjects in the curriculum.

Evaluation of Program

Program Evaluation

The whole point of program evaluation is to see how the program can be improved. After using *The **FLES*** Scale for Program Evaluation*, members of the **FLES*** advisory committee can take a look at the results and pinpoint several areas that need further development. If a program has been in existence only two years, for example, the basic goals and outcomes should be clearly visible. If a program has been in operation for over five years, teachers need further inservice and opportunities to attend professional meetings and institutes.

Thus, program evaluation can reveal what is excellent about a program and what needs to be addressed, remedied, changed, or modified.

What are the Characteristics of Effective FLES* Programs?

1. Are all the children involved in some type of **FLES*** program? *Sequential FLES, FLEX,* or *Immersion*?
2. Are the goals and outcomes clearly spelled out and understood by all?
3. Has there been ongoing planning and assistance by a broadly based **FLES*** advisory committee?

Instructional Program

1. Are all four skills presented in a way consistent with the age, grade level, and abilities and interests of the students?
2. Are cultural components included in class sessions?
3. Is there variety of presentation? Is an eclectic approach used?
4. Is there participation of all students?
5. Is there variety of materials? Are authentic materials used?
6. Is error correction part of the program and handled appropriately?
7. Is each lesson carefully planned?
8. Is the foreign language used 90 to 99 percent of the time?
9. Do students get opportunities to use the language with partners or in small groups? Are other effective techniques used?
10. Do the children seem to be interested in the lessons?
11. Do the children speak the foreign language with some fluency and accuracy?
12. At the conclusion of a lesson, doe the children know that they have learned something?
13. At the conclusion of the lesson, do the children indicate that they want to come back to the next lesson?
14. During the lessons, do students appear to understand the FL?
15. Does the teacher include Total Physical Response or movement?
16. Are the students able to read and write the foreign language?
17. Do the students know the places in the world where the foreign language is spoken?
18. Are resource people from the community and from the consulates invited to class?
19. Are students from the secondary schools invited to class? Are native speakers from the secondary schools invited to class?

20. Are elementary school students invited to participate in districtwide festivals, career activities, and other international events?
21. Is there a scope and sequence, curriculum, or course of study for each year of the program? What is the overall philosophy of the program?
22. Is a variety of media used in the program, including audio, visual, and computer?
23. Are students free from signs of boredom, fatigue, lack of participation? Do students appear to be challenged and able to perform the required tasks?
24. Does the teacher assist individual students, both for remediation and enrichment?
25. Are the lessons well paced and interesting?
26. Do students understand why they are studying a foreign language?

Report Card

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GRAND BLANC COMMUNITY SCHOOLS
ELEMENTARY FOREIGN LANGUAGE PROGRAM
PROGRESS REPORT

Student's Name

School

Language: Spanish Grade: (Circle One) 1 2

Marking Code: + = Excellent
✓ = Progressing Well
- = Needs Improvement

Teacher

19 /19
Year

Teacher Comments:

1st report period

2nd report period

3rd report period

4th report period

	Quarterly Report Periods				
		1	2	3	4
Comprehension	Listening				
	Speaking				
	Reading *				
Participation	Conduct				
	Effort				

* = Stressed in Upper Grades

Explanation of Skill Areas:

Listening: the ability to understand oral directions and comprehend Spanish

Speaking: the ability to give appropriate oral responses and to express oneself in Spanish

Reading: the ability to read and comprehend Spanish

Explanation of Participation:

Conduct:
1. Pays attention.
2. Practices self-control.
3. Cooperates with classmates.

Effort:
1. Actively takes part in class activities.
2. Listens and follows directions.
3. Does work neatly.

GRAND BLANC COMMUNITY SCHOOLS
ELEMENTARY FOREIGN LANGUAGE IN THE CONTENT AREAS
PILOT PROGRESS REPORT

Dear Parents,

It has been a wonderful year. Your children have grasped many concepts very successfully. They have been a joy to teach.

Over the past ten weeks we have covered many additional concepts. In health and science, the students have learned about animals, their habitats and plants.

In math, the students have continued to work on graphing of various activities, tallying, and problem solving.

In the area of social studies we discussed and learned about different types of transportation. Bike safety was stressed. We also spent much time learning about Mexico, through props, film and food tasting.

Other activities in language, art and music include: poetry, songs, paper cuttings, and children's literature in Spanish.

I hope you received the Spanish summer packet. Take time to look it over with your child. I appreciate your support this year! Have a great summer.

Sinceramente,

Kathy Kelley

115

Student's Name

School

Language: Spanish Grade: (Circle One) 1 2

Marking Code: + = Excellent
✓ = Progressing Well
- = Needs Improvement

Quarterly Report Periods		
		4
Comprehension	Listening	
	Speaking	
Participation	Conduct	
	Effort	

* = See Comments on Back

Explanation of Skill Areas:

Listening: the ability to understand oral directions and comprehend the content in Spanish

Speaking: the ability to give appropriate oral responses and to express oneself in Spanish

Explanation of Participation:

Conduct:
1. Pays attention.
2. Practices self-control.
3. Cooperates with classmates.

Effort:
1. Actively takes part in class activities.
2. Listens and follows directions.
3. Does work neatly.

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GRAND BLANC COMMUNITY SCHOOLS
ELEMENTARY FOREIGN LANGUAGE IN THE CONTENT AREAS
PILOT PROGRESS REPORT

Dear Parents,

I would like to take this opportunity to thank all the parents who filled out and had their first grader return the survey sent home in April. Your remarks and suggestions were very helpful and heartwarming. I sincerely thank you all.

We covered a lot of ground this marking period! Besides continual review using games, coloring pages, songs, worksheets and other activities, we covered major units on animals and the Mexican culture. The animal unit gave us the opportunity to work on thinking skills, sequencing, songs, math, following directions and art projects. We finished our unit with a language arts project, "?Has visto a mi gato?" The children enjoyed making their books and hopefully reading them to their family.

The culture of Mexico was a nice change in our routine. We made maps, including compass rose with directions and labeling - all in Spanish, of course! We talked about the symbolism and meaning of the colors of the Mexican flag. We enjoyed pictures, a movie, and discussion of the Maya and Aztec Indians. We listened to Spanish music.

On a smaller scale we have touched upon sports, transportation and professions. I included activities in math (graphing) and question and answer exercises.

This has truly been a rewarding year for me. It is very exciting to watch first grade students with no knowledge of Spanish begin tow grow and learn in the language. As the year ends many of my students have been able to carry on a simple conversation in Spanish with me. They also can listen to information which may include vocabulary they have never heard, and come away with an understanding of the subject. They feel pride and accomplishment, and rightly so.

Su seguro servidora,

Carol Ashmore

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Student's Name _____

School _____

Language: Spanish Grade: (Circle One) 1 2

Marking Code: + = Excellent
✓ = Progressing Well
- = Needs Improvement

Quarterly Report Periods		
		4
Comprehension	Listening	
	Speaking	
Participation	Conduct	
	Effort	

* = See Comments on Back

Explanation of Skill Areas:

Listening: the ability to understand oral directions and comprehend the content in Spanish

Speaking: the ability to give appropriate oral responses and to express oneself in Spanish

Explanation of Participation:

Conduct:
1. Pays attention.
2. Practices self-control.
3. Cooperates with classmates.

Effort:
1. Actively takes part in class activities.
2. Listens and follows directions.
3. Does work neatly.

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"A Tradition of Excellence"

GRAND BLANC COMMUNITY SCHOOLS
ELEMENTARY FOREIGN LANGUAGE IN THE CONTENT AREAS
PILOT PROGRESS REPORT

Dear Parents,

It's hard to believe the end of the year is here. The students should be very proud of themselves. They have made such great progress in Spanish -- not only in learning the language itself, but in self-esteem and confidence. In the last marking period the first graders learned about plants, how they grow and what foods came from various plants and their parts. They also learned about different seeds and the plants they produce.

After the plant unit we then studied about Mexico. The children used their map skills to tell which direction Mexico is from different parts of the world. They also learned about the flag, cinco de mayo, the Aztec and Maya Indians and various other aspects of the culture.

Finally the first graders learned about animals by categorizing, role playing and alphabetizing.

Have a great summer!

Sincerely,

Sra. Lance

GB

Student's Name _____

School _____

Language: Spanish Grade: (Circle One) 1 2

Marking Code: + = Excellent
✓ = Progressing Well
- = Needs Improvement

Quarterly Report Periods		
		4
Comprehension	Listening	
	Speaking	
Participation	Conduct	
	Effort	

* = See Comments on Back

Explanation of Skill Areas:

Listening: the ability to understand oral directions and comprehend the content in Spanish

Speaking: the ability to give appropriate oral responses and to express oneself in Spanish

Explanation of Participation:

Conduct:
1. Pays attention.
2. Practices self-control.
3. Cooperates with classmates.

Effort:
1. Actively takes part in class activities.
2. Listens and follows directions.
3. Does work neatly.

GRAND BLANC COMMUNITY SCHOOLS
ELEMENTARY FOREIGN LANGUAGE IN THE CONTENT AREAS
PILOT PROGRESS REPORT

Student's Name _____

School _____

Language: Spanish Grade: (Circle One) 1 2

Marking Code: + = Excellent
✓ = Progressing Well
- = Needs Improvement

Dear Parents,

The second year of Spanish has been very successful. The second graders have really taken off with the language. They, at their own will, respond as much as possible in Spanish and even make an extra effort to write in Spanish.

In the last marking period they learned about different foods and where they came from such as; plant, animal, both or neither. The children used their knowledge of these foods to create a class book about "Gato Galano."

After the food unit, the second graders learned all about Puerto Rico. They used their map skills to figure out which direction Puerto Rico is from different parts of the world. They also learned about the flag and its meaning, climate, the Taino Indians, the type of government and various other cultural aspects of the island.

To end the year we studied about animals and worked on some conversation skills.

Have a great summer!!

Sincerely,

Sra. Lance

Quarterly Report Periods		
		4
Comprehension	Listening	
	Speaking	
Participation	Conduct	
	Effort	

* = See Comments on Back

Explanation of Skill Areas:

Listening: the ability to understand oral directions and comprehend the content in Spanish

Speaking: the ability to give appropriate oral responses and to express oneself in Spanish

Explanation of Participation:

Conduct:
1. Pays attention.
2. Practices self-control.
3. Cooperates with classmates.

Effort:
1. Actively takes part in class activities.
2. Listens and follows directions.
3. Does work neatly.

Discipline

Discipline

The regular classroom teacher and the foreign language teacher should agree on the manner in which classroom discipline is handled. It is recommended that the foreign language teacher be responsible for discipline during the 30 minutes of foreign language instruction.

Involving Parents

Parents

Parents can be very helpful in supporting all types of **FLES*** programs. In many cases, they want to be involved in their child's education, and they can be helpful and supportive in many of the following ways:

- Help the child see foreign words in newspapers and magazines or on labels of different products.
- Purchase books and records on the child's level, although this is primarily for enrichment.
- Encourage the child who may feel discouraged or stressed.
- Assist in the preparation of a class project, such as a cookbook.
- Be an advocate for the program.
- Keep in touch with the child's teacher to learn how they can help.
- Assist the teacher by going on trips related to the foreign language work.
- Assist in the preparation of assembly programs.
- Talk to the class about their experiences in the foreign culture.
- Speak to the class in the foreign language.
- Speak to the class about their work in the foreign culture and opportunities for careers with foreign language backgrounds.
- Encourage but do not force the child to speak the foreign language at home.
- Make sure that they let the child know they are happy about the child's progress.
- Serve on an advisory board for the school (or a site-based management team.)
- Speak about positive and negative aspects with parents of children who may be contemplating entrance into the foreign language program.

Questions and Answers

Questions and Answers

Which type of FLES program will Grand Blanc have?

It is important to know that no one program model is best for all children and for all school districts. Each program model has its merits. Each can be developed to meet local needs and each can be implemented successfully.

> In Grand Blanc we have chosen a variation of both the Sequential FLES and the Immersion models. Like in the Sequential FLES model, there will be a systematic and sequential development of foreign language skills (listening, speaking, reading, writing, and culture.) Also, as the definition of Sequential FLES suggests, students will have their foreign language thirty (30) minutes per day, five days per week. From the Immersion model we have chosen to teach various subjects of the elementary school curriculum and to use only the foreign language during each 30 minute lesson.

Why was Spanish selected for the elementary?

Which language to offer was a difficult and emotional issue. Our research of other elementary foreign language programs told us the most effective programs were those in which the elementary program and middle/high school programs were articulated.

> Community interest is one item we took into consideration. A survey of kindergarten parents was conducted in April, 1992 asking their language preference for their child. 70% respondents chose Spanish, while 20% selected French and 6% selected either German, Russian, Japanese and 4% chose no language at all.

Yet another consideration in our decision to offer Spanish was the availability of materials and staff. Currently, most foreign language teachers in the state of Michigan are secondary certified. Under current certification only those teachers with an additional elementary endorsement can teach foreign language at the elementary level. Many elementary teacher candidates do not continue their foreign language studies in college because of the rarity of elementary foreign language programs. Those that do continue their studies often do so in Bilingual Education, (i.e. Spanish) to complete that endorsement.

Who should study a foreign language--just gifted students?

Experience and research have shown that all children can learn some foreign language skills if taught with patience and effective pedagogy for this level. "Inclusive education" is a concept that has grown increasingly significant during the 1980's. This is an excellent time to shed the "elitist" image that foreign languages have. Evidence from the inner-city schools of Philadelphia, Milwaukee, and Cincinnati, among others, supports the idea of including learners of all level of ability and background in foreign language study. Students with poor skills may even have the most to gain from the opportunity to study languages (Masciantonio 1977.)

Teachers in Chicago (Estelle 1985), New York State (Schnitzler 1986), and in other areas, have reported success in teaching foreign languages to learning disabled and to mentally handicapped students, especially when they employ an oral, communicative approach. A special education teacher in Glyndon, Minnesota verified an observation made by many elementary school language teachers when she noted that some of her students were achieving school success and satisfaction for the first time in their French classes, and that as a result their overall attitude and performance had improved in other school subjects as well.

Will studying a foreign language interfere with children's expected progress in basic subjects, such as reading and mathematics?

Research studies show that for *Sequential FLES* and *FLEX* programs, there is no interference with expected gains in such basic subjects as reading and mathematics. In *Immersion* programs, there is a lag in English reading and language arts skills for several years, since the study of English is delayed. Studies show that children make up this lag after several years of studying English in school. Recent studies on a statewide population in Louisiana indicate that children not only continue to make progress in the "basics," but also in some cases, those studying a foreign language show greater gains than those not studying a foreign language.

A Comparison of IOWA TESTS of Basic Skills Results for LEX* Participants and Nonparticipants

		Participants in Languages Experience Program		Nonparticipants in Languages Experience Program	
		Number	Mean	Number	Mean
Grade 3	Ability	276	110	587	106
	Vocabulary	279	4.3	587	4.1
	Reading Comprehension	279	4.5	587	4.1
	Language Total	275	5.0	587	4.6
Grade 5	Ability	349	111	308	108
	Vocabulary	347	6.1	308	5.8
	Reading Comprehension	347	6.1	308	5.8
	Language Total	348	6.6	308	6.1

*LEX = FLEX

Time Commitment

The elementary school curriculum is overcrowded with many subjects. How can we add still another subject?

If a community selects an immersion, partial immersion, or content-based program, the required content in all or some of the subjects will be covered in the foreign language. In Sequential FLES and FLEX the curriculum and content can be developed in such a way that everyday communicative language is integrated with various components in social studies, mathematics, music, drug abuse education, etc., as a reinforcement or enrichment of the regular classroom.

Another way to deal with the scheduling problem is to plan a content-based curriculum that interfaces with the basic curriculum at various points and that is planned in such a way that many objectives from the basic curriculum are clearly defined in the second language curriculum.

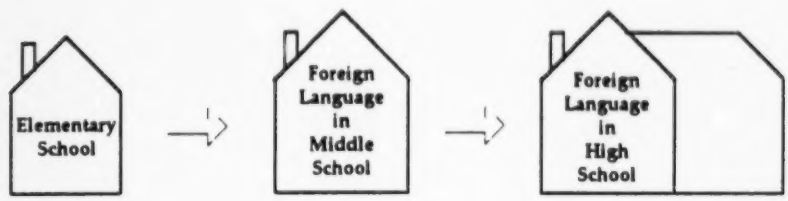
Methodology/Focus

What is the best way to teach foreign languages in the elementary and middle schools?

In general, the best approach is to teach pupils how to listen carefully, how to pronounce accurately, how to read and write limited amounts of foreign language material, and how to role-play by being in "foreign shoes." Thus, it is recommended that children in FLES* programs be taught listening, speaking, reading, writing, and cultural skills appropriate to the goals of the program and the grade level and ability of the students.

Is grammar taught in FLES* programs? How can children learn the language without learning the grammar?

Grammar, as such, is not formally taught in **FLES*** programs. Children are, however, exposed to correct forms and usage in the foreign language, and they tend to use the language functionally, as they have heard it. That is why a teacher who is highly proficient in the foreign language is essential in all types of **FLES*** programs. Although youngsters cannot quote the grammar rules, they learn how to use the language in functional situations. Furthermore, if students request specific grammar information, explanations are given in accordance with their ability to comprehend.



FLES* A Long, Articulated Sequence Beginning in Elementary School

Communication with Parents

Dear Parent:

Grand Blanc Community Schools is proud to offer Spanish at the elementary level. This program is a new and exciting curriculum piloted in 1991-1992 and introduced into all the first grade level at all buildings in the 1992/1993 school year.

Students enrolled in the _____ grade(s) will receive 30 minutes of instruction per day in the Spanish language. The concept is based on the fundamental premise that children learn a second language in the same way as they learn their first; that is, in contexts where they are exposed to it in its natural form and where they are socially motivated to communicate.

In the elementary foreign language program, teachers conduct the usual curriculum activities. Spanish is used as the medium or language of instruction rather than just the object of instruction. The program begins at the first grade level and will expand to include all second grades in 1993/1994; third grade in 1994/1995, fourth in 1995/1996 and fifth in 1996/1997.

Teachers use only the target language during those 30 minutes of instruction. They clearly, patiently, and repetitively focus on the development of a basic vocabulary in the new language, relying, with the youngest age groups, on manipulatives, songs, pictures, and animated stories. From the start, the learning of language per se is made incidental to learning how to make and do new and interesting things. The new language becomes constant verbal accompaniment rather than the focus. The teacher's main preoccupation then is to cover fully the content subjects expected of any child in a conventional program at that level.

The use of only the target language during those 30 minutes is one of the most effective methods for making children bilingual. The gift of bilingualism cannot be measured with simple monetary scales. The knowledge of a second language opens cultural doors and career opportunities otherwise completely closed to monolingual people. The knowledge of a second language makes learning a third language even easier.

The Grand Blanc Community School District hopes that you will seriously consider this rich and rewarding opportunity for your child.

Sincerely,

Laura Lemke
K - 12 Foreign Language Coordinator

September 2, 1992

Dear Parents:

May I introduce myself. My name is Carol Ashmore and I will be teaching your first grader Spanish this year. I graduated from the UM-Flint with a B. S. degree and an Endorsement in Bilingual Education. This is my fifth year teaching in Grand Blanc. Prior to this assignment I taught fifth grade at Reid Elementary School. Teaching first graders Spanish is quite a change for me, but one which brings excitement and anticipation.

It's wonderful to see that the first graders are also excited and looking forward to learning Spanish. Today we began our lessons. Your son or daughter might want to practice with you! Here's the first greeting we learned:

Buenos dias	(Boo-ay-nahs dee ahs)	Good Morning
Buenos tardes	(Boo-ay-nos tar-dase)	Good Afternoon

The children and I will be participating in all sorts of ways to learn Spanish. They will be learning songs and chants, playing games to reinforce the vocabulary, and responding to commands, questions, and conversation. Above all, it will be fun!

During class I will speak only Spanish. Most of the children do not know that I can speak English. I met one of my students and her mother at the grocery store last night and could not really speak to her because I did not want to use English. The little girl didn't seem to mind that I didn't say much, but I felt I was rude to her mother. Sorry, Mom! I didn't want to blow my cover.

If you have any questions or concerns, please feel free to call me. My conference times are from 8:19-9:30 a.m. at Brendel Elementary School and from 12:00-1:00 p.m. at Myers Elementary School. I welcome your input!

Sincerely,

Carol Ashmore, Spanish Teacher
Brendel and Myers Elementary Schools

Dear Parents:

I have had many requests for a list of the vocabulary words we are using in class. Attached is your first installment! I will send more home periodically. Thanks for your interest and continued support.

Sincerely,

Carol Ashmore
Spanish Teacher

Vocabulario diario de espanol
Daily Spanish Vocabulary

Levantense (lay vahn tahn say)	Stand
Sientense (see en ten say)	Sit down
Toquen (toe kahn)	Touch
Cierren (see are en)	Close
Suban la mano (soo been la mah no)	Raise your hand
Abren (ah bren)	Open
Vuelvanse (vwel vahn say)	Turn around
Parense (pah rahn say)	Stop
Escuchenme (es koo chahn may)	Listen to me
Silencio (see len see o)	Silence
Dibujen (dee boo hahn)	Draw
Escriban (es kree bahn)	Write
Pasenlos (pah sahn lose)	Pass them
Gracias (grah see ahs)	Thank you
Mirame (me rah may)	Look at me

Vocabulario del espanol
Spanish Vocabulary

Buenos dias (bway nose deeas)	Good Morning
Buenas tardes (bway nas tahr days)	Good Afternoon
Buenos noches (bway nose no chase)	Good Evening
Hola (oh la)	Hello
Adios (ah dee ose)	Goodbye
Amigo (ah mee go)	Friend
Como te llamas? (coe moe tay yahmas)	What is your name?
Me llamo (may yah moe)	My name is
Como se llama? (coe moe say yahma)	What is his/her name?
Ella se llama (aye yah say yahma)	Her name is
El se llama (el say yahma)	His name is

Vocabulario del espanol
Spanish Vocabulary

los colores (lose koe loe res)	the colors
amarillo (ah ma ree yoe)	yellow
anaranjado (ah nah ran hah doe)	orange
blanco (blahn koe)	white
cafe (kah fay)	brown
morado (moe rah doe)	violet
rojo (roe hoe)	red
rosado (roe sah doe)	pink
verde (vare day)	green
azul (ah sool)	blue
negro (nay groe)	black
gris (greece)	gray

De que color es? (Day kay ko lore ess)	What color is it?
El color es _____. (Ell ko lore ess)	The color is _____.
Quien tiene el _____. (Kee en tee en ay ell)	Who has the _____.
Yo tengo el _____. (Yoe ten goe ell)	I have the _____.

Canciones en espanol

Spanish Songs

Adios Amigos

Adios amigos
Adios amigos
Adios amigos
Que les vayan bien!

Buenos Dias

Buenos dias a ti
Buenos dias a ti
Buenos dias amigos
Buenos dias a ti

Buenas tardes a ti
Buenas tardes a ti
Buenas tardes muchachos
Buenos tardes a ti

Buenos noches a ti
Buenos noches a ti
Buenos noches amiguitos
Buenos noches a ti

Diez Inditos

Uno, does, tres, inditos
Cuatro, cinco, seis inditos
Siete, ocho, nueve inditos
Diez inditos son

Que Eres . . .?

Que eres, que eres, que eres tu?
Que eres, que eres, que eres tu?
Que eres, ques eres, que eres tu?
Yo soy un muchacho (una muchacha)

Open House

TO: Carol Ashmore, Kathy Kelley & Shelley Lance

FROM: Laura Lemke, Foreign Language Coordinator

RE: Fall Open House Materials

DATE: September 9, 1992

This memo is to summarize our meeting of September 9, 1992 and to serve as a reminder of the decisions we made. To prepare for the fall Open House presentations it was agreed upon that each of you will do the following:

1. Prepare a handout for parents indicating your daily schedule and planning time.

2. Have pictures taken of your students learning Spanish and use these pictures in a display you will create.

3. Have one of the regular classroom teachers videotape you teaching Spanish to the students.

4. Prepare a cart with props/materials you use to help parents/staff see the "hands-on" nature of the program.

5. Collect student work and create a display for this work.

6. Provide regular classroom teachers with an informational brochure (i.e., blue brochure) and cover letter. Please check to see that you have enough brochures. The sample cover letter is attached.

7. Clear all materials with your building principal.

8. Print up "Benefits" pages (see pages 2-11 in Handbook).

9. Obtain helium balloons in all colors and write SPN colors on balloons for display.

Attachment

cc: K. Baldwin S. Dittman P. Cyphert
T. Patterson D. Wilbur

(SAMPLE COVER LETTER)

September, 1992

Dear Parents/Guardians:

BIENVENIDOS!

Welcome to our Fall Open House. As you know, your child is currently participating in Grand Blanc Community School's newly implemented elementary foreign language program. This unique opportunity, which is a direct result of the district's Strategic Planning process, will benefit your child in the areas of self-esteem, listening skills, self-control, cultural awareness, and improved test scores, not to mention the added benefit of learning a second language.

Currently there are 435 first graders and 100 second graders in the district who have a 30 minute Spanish lesson each day. Since only Spanish is spoken in the classroom many students kindheartedly want to "help their Spanish teacher learn English" (not realizing, of course, that she already knows it).

While the children may seem to be filled with "wide-eyed wonder" at first, they will soon be understanding and "hable-ing espanol".

Please take the opportunity this evening to meet your child's Spanish teacher, see what the students have been up to, and discuss any questions and/or concerns you may have.

Adios amigos y hasta luego!

Senora Lance, Senora Kelley, and Senora Ashmore

TO: First & Second Grade Teachers

FROM: Laura Lemke, Foreign Language Coordinator

RE: Fall Open House

DATE: September 14, 1992

Fast approaching are the Fall Open Houses that will be taking place in each building within the district. Because some of the elementary Open Houses take place on the same night for two different buildings we are asking your help in providing information about the new elementary foreign language program.

We are asking that you simply hand out a cover letter and brochure to the parent of each child who attends and who is involved in the elementary foreign language program. Both the cover letter and brochure will be supplied to you by the elementary foreign language teacher assigned to your building. We also ask that you direct parents to the display each Spanish teacher is supposed to be setting up for that evening.

We appreciate your help in this matter and should you have any questions or comments, please do not hesitate to contact me at the Middle School.

cc: C. Ashmsore, K. Kelley, S. Lance
K. Baldwin, P. Cyphert, D. Wilbur, S. Dittman, T. Patterson
Open House 92-93

Publicity

Strategic Plan - New World for Young Minds

Strategic Planning continues!! Pictured above left to right Brenda Barnes, Pat Ambrose, Rena Johnson, Laura Parsons, Laura Lemke, and Georgia Ellis, all members of the Elementary Foreign Language Steering Committee, plan for the proposed elementary foreign language program.

The past three months committee members have been busily preparing curriculum for the proposed first grade elementary foreign language program. Representatives from the middle and high school levels as well as each of the district's five elementary buildings, have been examining the existing curriculum in an attempt to identify ways to integrate foreign language. Local, state, and nationally recognized leaders in the field of foreign languages have been called upon to assist us in this endeavor.

Grand Blanc's proposed elementary foreign language program is patterned after the highly successful programs in both Cincinnati, Ohio and Ferndale, Michigan. Students in these two programs begin studying a second language at either the kindergarten or first grade level thus enabling them to become proficient in two languages by the time they complete high school.

"This is the way it should be done," says Georgia Ellis, committee member and first grade teacher at Indian Hill. "Kids are like sponges at this age. They love to mimic sounds and are less inhibited in the early grades."

Besides improving proficiency, research has shown that children studying a foreign language tend to have higher self-esteem, better critical thinking skills, increased global awareness, and higher standardized test scores.

"I've seen the Cincinnati and Ferndale programs in action and know our children will love it," claims Laura Lemke, Coordinator for the program. "Combine that with all the other added benefits and I'm sure parents and teachers will be just as excited!"

If all goes as planned, the elementary foreign language program will be piloted this coming fall in the first grade classrooms at Reid elementary. For more information contact Laura Lemke at the Middle School.

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Unique program offers Spanish to Reid Elementary first graders

By JOHN WHETSTONE

Shelley Lance stands in a classroom of first and second graders at Reid Elementary in Grand Blanc and asks them to sit in the carpeted area of the room.

Group by group — one on down to five — Lance instructs the youngsters to get up from their desks and sit down next to her. After all have seated she begins asking questions. The students respond with enthusiasm and excitement.

Sounds like a typical elementary classroom, right?

Wrong. It would be if it weren't for the fact that Lance is speaking entirely in Spanish, as are the seven and eight-year-olds who inhabit the classroom.

Lance teaches Spanish to the students by way of "immersion." By only speaking Spanish, the students are immersed in the language and learn more quickly.

"Their brains are like sponges, they pick up so much," Lance said.

The process worked so well many students didn't even realize Lance spoke English. The beans were spilled when Lance translated a Spanish song into English at a Reid Elementary assembly.

"They didn't know I could speak English right away, so they were shocked when they heard me," Lance said.

Grand Blanc is the only school district in Genesee County that offers a foreign language to first graders. The program, which started the end of February, is being run at Reid only as a pilot.

If all goes well with the June millage increase proposal, first graders throughout the district could be learning Spanish next year.

Laura Lemke, coordinator for foreign language at the elementary level, said the program follows the district's strategic plan to expose all students to a foreign language.

Lemke said the class also fosters cultural awareness, which is another objective in the strategic plan. Along with teaching the language, Lance instructs the students on Mexican history.

Lemke said Spanish was chosen because of the ease of finding an educator with both a Spanish certificate and elementary teaching certificate.

Lance has taken seven years of Spanish and lived in Mexico for a semester. A Swartz Creek High School graduate, she is currently working on her master's degree.

She said it has been her dream to teach Spanish to elementary students.

Superintendent David Fultz said research shows that teaching a foreign language at a young level increases academic ability in all areas. He said many colleges and universities also want a student to have some foreign language experience.

"We're living in a global society, the younger the youngster is when they get exposed to a foreign language the better off they'll be," Fultz said.

First grader Allen Crum said he enjoys learning a foreign language and has learned to pronounce Spanish numbers and words.

"It's fun because you're learning another language and if you went to Mexico or South America, you could eventually talk to them, the people there," Allen said.

Joshua Kozak, 7, said he really wanted to learn Spanish and it has come in handy when he sees his grandmother.

"For one thing, I know what my grandmother is saying because she was born in Mexico," he said.

ADVANCE photo by JOHN WHETSTONE

Shelley Lance pronounces words in Spanish to Reid Elementary first and second graders.

TIRED OF MUD?
Now's the time to cement your drives, walkways and patios!

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JOURNAL PHOTO/KIRK J. GRIPPENS

Shelly Lance teaches Spanish to second-graders at Reid Elementary School in Grand Blanc. Lance holds up items and the children identify them in Spanish. Flint Journal, Tues. Sept. 15, 1992

First- second-graders have no problem learning second language, muchas gracias

By WENDY WENDLAND
Journal staff writer

GRAND BLANC TWP. – When a room full of first- or second-graders pile into Shelley Lance's classroom, a "Hola! clase" (hello, class) or "muy bien" (very well) doesn't turn a head.

Instead, Spanish is the norm. The 6- or 7-year-olds answer questions in Spanish and sing songs in Spanish. Their teacher speaks no English in class, so when she needs some help handing out supplies, she asks the youngsters – in Spanish – to help her, and they understand and obey.

This year all 435 or so first-graders in the Grand Blanc School district are studying Spanish for 30 minutes a day. The district is the first in Genesee County to teach a foreign language to all 6-year-old students. Officials are enthusiastic about eventual results.

"Research has shown there are several benefits to learning a foreign language," said Laura Lemke, Grand Blanc's foreign language coordinator. "Students' test scores in other areas as well as the language improve, their problem-solving skills improve, they think of things in a new way."

The district started the program last winter with 100 first-graders at Reid Elementary school, who are now starting the second-grade program. The Spanish program is taught under the immersion approach, which means the teacher does not speak any English in class.

Teachers say the 30-minutes a day does not take away from other subjects. The Spanish teacher follows the normal grade-level curriculum, teaching in Spanish about a caterpillar turning to a butterfly if that's in the normal science program, or about adding and subtracting, if that's in the math curriculum.

Second-graders who returned to Lance's classroom after a summer off, remembered most of what they learned, Lance said.

When the second-graders filed into the Spanish room, Lance asked one, in Spanish, to please close the door. The student obeyed and received a "gracias." Another was asked in Spanish to hand out cards for a game. The student understood and completed the task.

"I like learning a foreign language. It's fun," said Brandon Turner, a 7-year-old Reid second-grader.

"It's fun. I like like the games and when our table is winning," said Jayson Eberle, 7, also a Reid Elementary second-grader.

Lance said keeping the youngsters' attention is not always easy.

"It's not like a high school foreign language class," said Lance. "I use a lot of hands, a lot of eyes, a lot of overextended gestures. ... I make a big deal of the ones who have it right."

Work on the foreign language program started in 1990 when Grand Blanc adopted a plan with three goals: increasing student self-esteem, increasing standard test scores and decreasing the dropout rate. One of the 12 steps to completing the goals was knowledge of a foreign language. Before this year, sixth grade was a student's first opportunity to learn another language in Grand Blanc.

Before designing the elementary language program, the district sent home questionnaires asking parents what lan-

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gles and older couples, the City Council was told Monday.

About 15 residents attended the council's regular meeting to argue against a proposal to offset a $28,000 deficit in the city's "per-bag" garbage program by charging all residents $55 for 50 garbage bags or tags a year.

The program is designed to encourage residents to recycle by charging them $1.10 for every bag or tagged container placed curbside. Bags not purchased through the city are not picked up.

The difference in the proposal being considered is that the $55 charge would be included on all residents' water and sewer bill, draw into the program about 15 percent of residents who discard their garbage elsewhere. But those attending Monday's meeting said it also would hurt some now using the system.

The residents, now charged $1.10 per bag or tag, said they use less than one bag or tagged container per week and would be forced to pay for bags that they never could use.

"For us, 20 bags would suffice," said Raymond Roe, referring to himself and his wife. "When you put a mandatory 50 bags, there are 30 bags we won't use. We can't generate any more waste than we're generating now."

And if Monday's meeting is any indication, it could run into stiff opposition from some residents opposed to being told how many bags they must purchase.

William Lawshe of Whisperwood Condominiums said he and his wife use only one bag every other week and spend their winters south. He likened the mandatory 50 bags to abortion: He said many might not want or need one, but they should have the choice.

"People should have a right to say, 'I'll buy one bag a week or five bags a week,' but certainly not 50," Lawshe said.

ASSAULT

CONTINUED FROM C1

Oakland County Circuit Court trial of his father and his father's friend, who were charged with sexual abuse in a different incident.

During that trial, the boy testified that Kramp, his mother's father, also sexually abused him.

The child, who is now in foster care, came to the attention of authorities in July 1991 when an Oakland County sheriff's deputy saw him being forced to drink gin and smoke a cigarette and heard the father order his son to perform oral sex on his friend.

The father, David Simpson III, and his friend, Paul Salvino, were found guilty in March of sexually abusing the child.

Simpson was sentenced to two 25-to-50-year prison terms for two counts of sexually assaulting his son and two 10-to-15-year terms for two counts of physically and mentally abusing the child.

Salvino was sentenced to 20 to 50 years in prison for aiding and abetting in the father's sexual assault and received two 10-to-15-year terms for two similar child abuse charges.

ESPANOL

CONTINUED FROM C1

guage they would like their children to learn. Spanish was the overwhelming choice. Elementary foreign language programs in districts including Cincinnati and Milwaukee were studied, and the new program was created.

Other local elementary schools teach some foreign language. Kearsley School District, for instance, teaches a foreign language in the third grade and Flint has a magnet school that offers elementary language. Lemke said younger children pick up a foreign language easier than older students and part of that reason is biological. A part of the brain called the cerebral cortex hardens when a child is around 10 to 12 years old, she said. When it hardens, it is harder for that child to learn things like pronouncing certain sounds.

The district hopes to add another grade to the Spanish program each year until all first-through fifth-graders are learning the language.

"I see a spiral effect taking place," said Lance. "Even though they are new and weren't exposed to it, at this age they are like a sponge. They just pick it up."

Officials say it is too early to have test scores to see if the language is having the desired effect on raising self-esteem and grades in other classes. But many teachers say Spanish class raises the students' enthusiasm for learning.

"I'm glad to see that this district realizes a foreign language does help," said Lance. "You learn not only about the foreign language, you learn about your own language."

FIRE

CONTINUED FROM C1

have received in the juvenile system.

"All the medical records show that Billy needs therapy. If one of our goals is to protect the public, then we do that best by increasing the likelihood that the offender will receive help."

Clarkson, who supported a stiff term, said Circuit Judge Gerald D. Lostracco's sentence may seem more severe than it is.

"Unless he's a problem in prison, he's not going to serve the five years," Clarkson said.

Bryant School Principal William R. Aue said many staff

terbaugh has sentenced a 15-year-old who pleaded guilty to burglary and a 13-year-old who pleaded no contest to burglary and arson to rehabilitation programs for unspecified lengths of time.

A jury acquitted the 15-year-old of arson.

Clatterbaugh said the youths receive therapy in juvenile facilities near Reed City and Saginaw. They recently began returning to Owosso for a day at a time to work with the family, he said.

Clatterbaugh said reports on the 13-year-old suggest he seems to be making some progress within the program. The judge said he has seen no reports on

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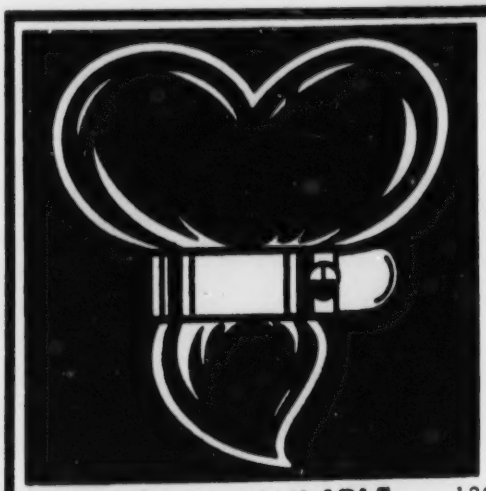

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School Views

GRAND BLANC COMMUNITY SCHOOLS NEWSLETTER

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October 1992

AT GBHS

CAROL ASHMORE'S FIRST GRADE SPANISH CLASS

When students in Carol Ashmore's, first grade Spanish classes play Pato, Pato, Ganso (Duck, Duck, Goose), it sometimes comes out, Pato, Pato, Grand Blanc instead. Students In Kathy Kelley's Spanish classes can sometimes be heard saying, "Uno, dos, tres, cuatro, cinco, 'face' (instead of seis), siete, ocho, nueve, diez when counting to ten. And Shelley Lance's students like to say "a stool" instead of "azul" (the color blue).

While to some this may indicate confusion on the part of the students, it is the way in which some of the 435 (or so) first graders and 100 second graders involved in the new elementary Spanish program learn. "They are learning a different language but they still bring their own culture to it," says Carol Ashmore, Spanish teacher at Brendel and Myers elementaries. "Pato, Pato, Grand Blanc is a prime example of their efforts to combine the two experiences."

This fall, all first grade students throughout the district receive 30 minutes of instruction in Spanish daily. The program, which was piloted at Reid Elementary in the first grade last year and at second grade this year, is taught by way of "immersion". "By only speaking Spanish, says Shelley Lance, Spanish teacher at Reid and Indian Hill, "the students are immersed in the language and learn more quickly."

What sets this program apart, according to Laura Lemke, Foreign Language Coordinator, for the district, is the content-based approach. "The Spanish teachers are expected to follow the same curriculum as the regular first grade teacher," says Lemke, "the only difference is they do it in Spanish."

Research shows that teaching a foreign language at a young level increases academic ability in all areas, not just the foreign language. Children studying a foreign language also tend to have higher self-esteem, better critical thinking skills, increased global awareness, and higher standardized test scores.

If all goes as planned, parents and students can expect the program to expand to include the first and second grades next year and an additional grade each year after that.

Sub Plans/Illnesses/Field Trips

Sub Lesson 1-5

Dear Sub: This is a very fast-moving, fun day. Begin at Brendel Elementary at 8:19 a.m.

Here's your daily schedule at Brendel:

9:30 - 10:00	Dot Gregory's Room	Room 103
10:05 - 10:35	Rena Johnson's Room	Room 104
10:40 - 11:10	Barb Law's Room	Room 102
11:15 - 11:45	Pam Beckley's Room	Room 105

From 12:00 - 1:00 you have lunch, travel and conference time at Myers School.

Here's your afternoon schedule at Myers:

1:00 - 1:30	Sharon Rice's 1-2 Split	Room 112
1:35 - 2:05	Maureen Chapman's Room	Room 116
2:10 - 2:40	Val Bennett's Room	Room 114
2:45 - 3:15	Pat Ambrose's Room	Room 119

3:15 - 3:29 is a conference time.

Here's how I conduct the half hour period:

GREETING: I begin each day with a greeting - "Buenos dias" or "Buenas tardes", and wait for the students to respond in kind.

REVIEW: I review some concept we have already covered. For instance colors, numbers, shapes, or feelings, boys and girls, what is your name? have been covered so far. I might ask the children to take turns pointing to something in the room that is a square, that is red, etc. I might ask how many boys or girls have on purple.

LOOK THROUGH THE BLACK LOOSELEAF NOTEBOOK ON MY WORK TABLE TO GET IDEAS FROM PREVIOUS LESSONS FOR REVIEW.

PRESENTATION: This is the actual lesson for the day. You may check the black looseleaf notebook for a lesson I have already set up or you may use a color page. The lesson I do is about 10 minutes long. This is if you are introducing something like 3 new shapes. If you go with a lesson which is strictly coloring a page, you might not even have a review, just beginning with the coloring right away. Attached are several pages which could be used in a color-review lesson. The pages for the students are found in the file cabinet at Brendel, and on the bookshelf at Myers.

I make the children follow along with me in a very controlled manner. They cannot go on ahead by themselves. Then, if there is time left, we go into other review activities. I try to have at least one active activity each day. Bouncing a ball, moving around somehow to TPR* commands, etc.

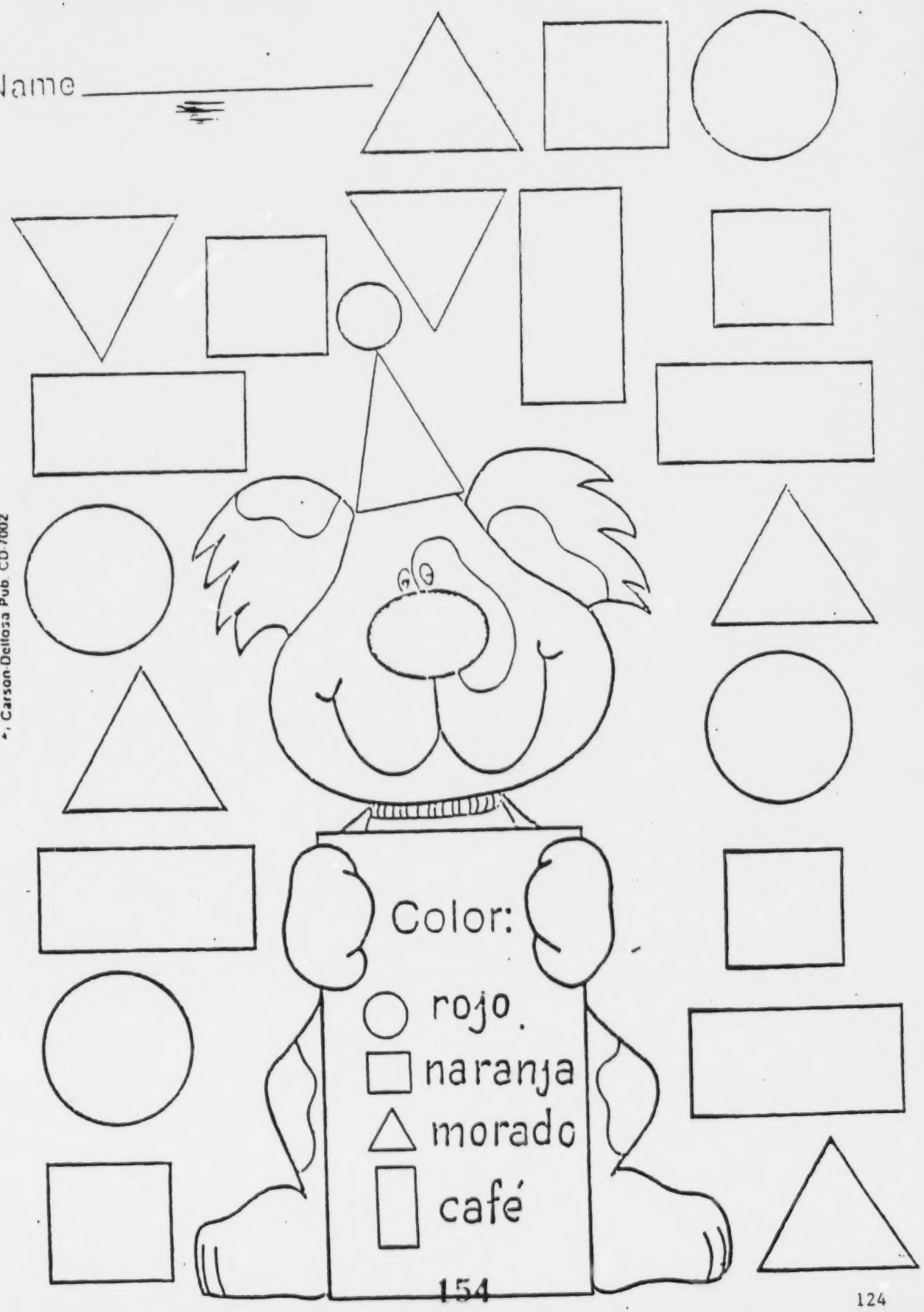
*TPR commands are like "Jump." "Stand up." "Touch your foot." "Run" (in place), etc.

CLOSING: At the end of the day we sing "Adios Amigos". The children know the song very well. It is sung to the tune of "Good Night Ladies".

"Adios amigos, Adios amigos, Adios amigos, Que les vayan bien!"

Good Luck,
Carol Ashmore

Name _____



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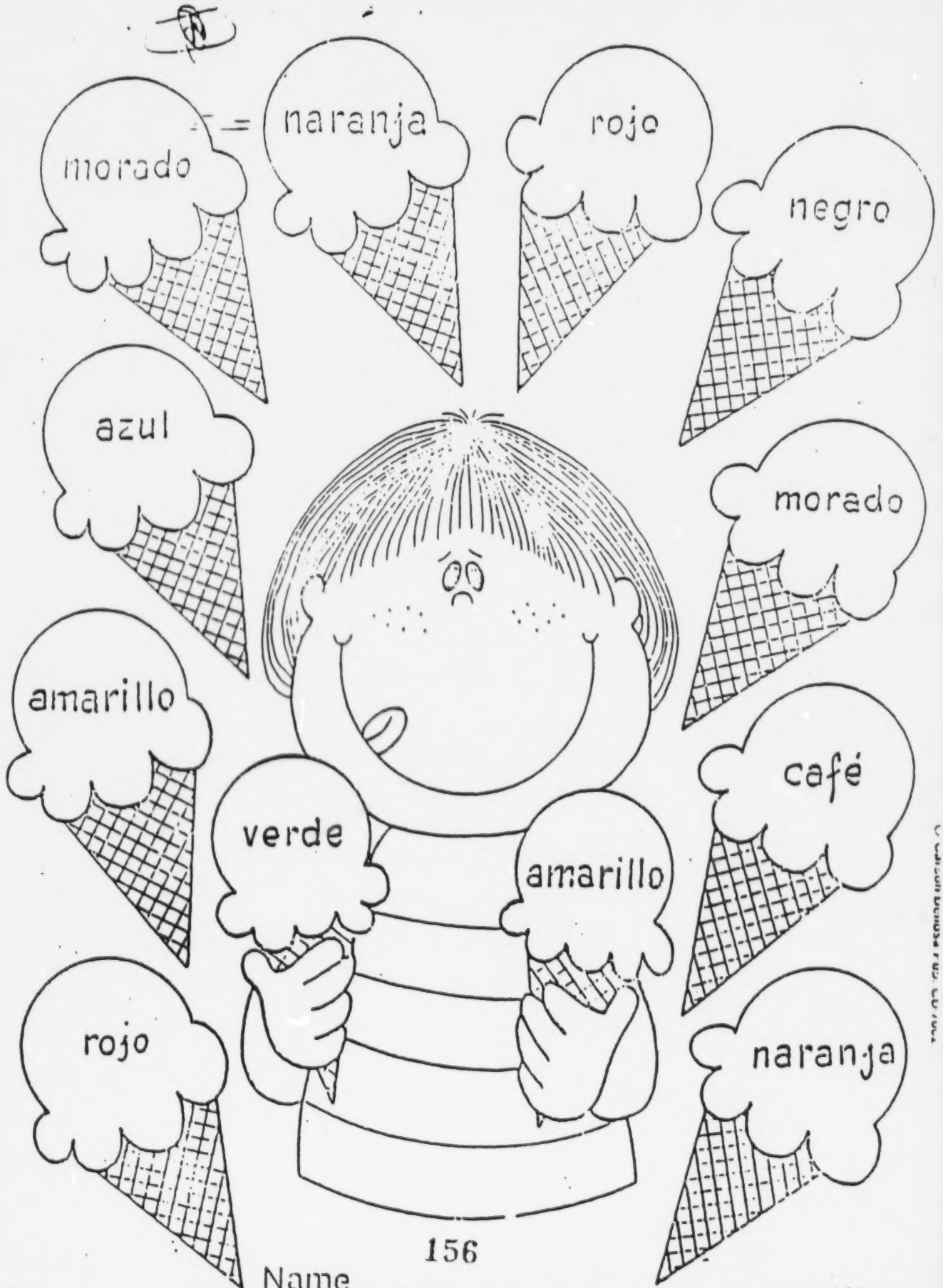
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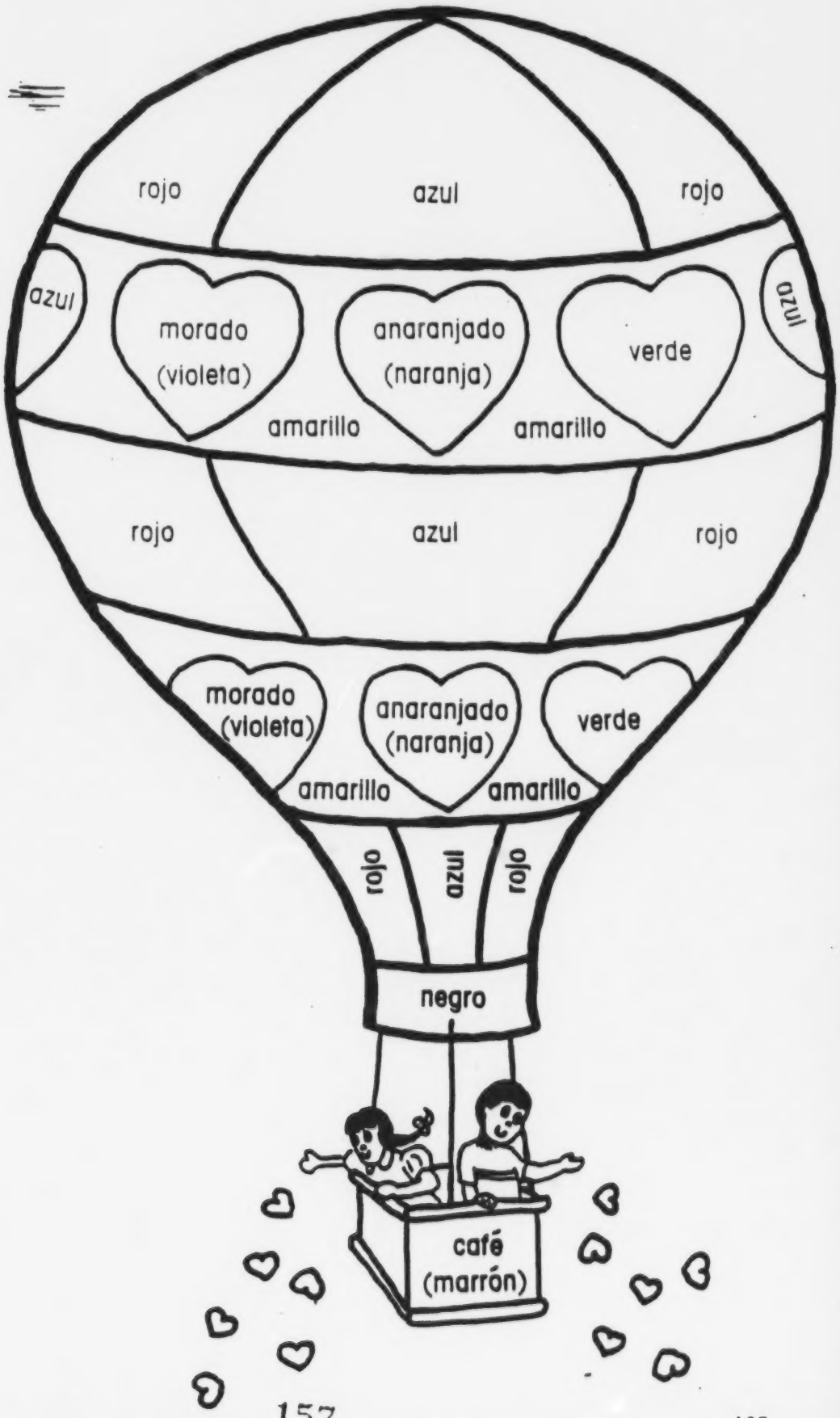
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Resources and References

BOOKS HELPFUL TO BEGINNING AN ELEMENTARY FOREIGN LANGUAGE PROGRAM

1. Languages in Elementary Schools, Edited by Kurt E. Muller. The American Forum, 45 John Street, Suite 1200, New York, N.Y. 10038. 1989.

   ISBN 0-944675-41-7

2. Children and Languages: Research, Practice, and Rationale for the Early Grades. Compiled by Rosemarie Benya and edited by Kurt E. Muller. The American Forum, (see address above). 1988.

   ISBN 0-944675-37-9 Clothbound
   ISBN 0-944675-07-7 Paperback

3. Defining and Developing Proficiency: Guidelines, Implementations and Concepts. Edited by Heidi Byrnes and Michael Canale in conjunction with the American Council on the Teaching of Foreign Languages. 1987 by National Textbook Company, 4255 W. Touhy Avenue, Lincolnwood, Illinois 60646. 1975.

   ISBN 0-84442-9385-7

4. Complete Guide to Exploratory Foreign Language Programs including Descriptions of Successful Programs. By Dora F. Kennedy and William E. DeLorenzo. National Textbook Company (see address above). 1985.

   ISBN 0-8442-9357-1

5. Guide to Successful After-School Elementary Foreign Language Programs. By Patti Lozano. National Textbook Company (see #3 for address). 1991.

   ISBN 0-8442-9365-2

6. Practical Handbook to Elementary Foreign Language Programs: Including FLES, FLEX, and Immersion Programs. By Gladys C. Lipton. 1988. National Textbook Company (see address above).

   ISBN 0-8442-9332-6

7. Languages and Children - Making the Match: Foreign Language Instruction in the Elementary School. By Helena Anderson-Curtain and Carol Ann Pesola. 1988. Addison-Wesley Publishing Company, Inc.

   ISBN 0-201-12290-1

8. Elementary Foreign Language Programs FLES - An Administrators Handbook. By Gladys C. Lipton. 1992. National Textbook Company (see #3 for address).

   ISBN 0-8442-9366-0

9. Foreign Language in the Elementary School: A Practical Guide. By Nancy C. Rhodes with Audrey R. Schreibstein. 1983. Center for Applied Linguistics, 3520 Prospect Street N.W., Washington, D.C. 20007

List of Materials

REALIA FOR 1ST GRADE FOREIGN LANGUAGE

Revised: April 3, 1991

Prepared by:
Laura Lemke
Grand Blanc Schools

	Item	Type of Material	Company	Catalog #	Cost	Comments
Animals	1. Animal Noses - Set 1	Visuals	ABC	294-05101	$12.95	Plastic Noses w/elastic string. Pinocchio, Pig, Dog, Parrot, Horse, Duck, Crow, Mouse
	2. Animal Noses - Set 2	Visuals	ABC	294-05201	$12.95	Plastic Noses w/elastic string. Elephant, Crocodile, Rhino, Tiger, Toucan, Zebra, Gorilla, Cobra
	3. Big Mouth Animal Puppets Set 1	Puppets	MPI	SE100X	$28.00	Dragon, Elephant, Bear, Duck Frog, Dog - 9" Machine Washable
	4. Big Mouth Animal Puppets Set 2	Puppets	MPI	SE120X	$28.00	Pig, Cat, Giraffe, Rooster, Horse, Lion - 9" Machine Washable
	5. Miniature Farm Animal Sets	Manipulatives	CP	MTC-103	$7.95	100/set - Cow, Horse, Pig, Goat, Mule
	6. Miniature Zoo Animal Set	Manipulatives	CP	MTC-104	$7.95	100/set - 20 different animals - Elephant, Lion, Hippo, Rhino, Tiger, Gorilla, Panther, Camel, Giraffe, Etc.
Body	1. Body Parts Flannel Set	Flannel Set	MPI	MB 7842	$12.99	PreK-1; No reading required. 5 Figures (16" tall) 32 pieces - Directions in Spanish/English
	2. My Face & Body	Flannel Set	Barclay's	IN 284	$19.95	75 piece - Flannel backed body parts.

Cassettes	1.	Sesame Street Spanish Songs	Cassette	Applause Learning Resource	PSP-56	$14.00	Cassette tape of Sesame Street Songs done in Spanish
	2.	Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	T-01	$17.95	Cassette tape of Spanish Folk Songs
	3.	Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance, Laugh and Eat Quiche	I-01	$5.50	Instrumental only version of other cassette
	4.	Springboard to Spanish	Cassette	Teacher's Discovery	EM-2	$19.95	Simon - says cassette
	5.	Teach Me Spanish	Cassette	Teacher's Discovery	EM-33	$13.95	Cassette, 16 pg. read along coloring book, songs, numbers, days of week and commons expression.
	6.	Teach Me Spanish	Supplemental Guide	Teacher's Discovery	EM-33X	$4.95	Complete lessons for 16 days
	7.	Teach Me More Spanish	Cassette	Teacher's Discovery	EM-36	$13.95	20 page coloring book and cassette

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Clothes	1. Language Learning Cards (Set of 3) (National Set A,B,C)	Flashcards	Carlex	3203	$138.95	225 Cards (9 x 12) Classroom, Health, Body Parts, Animals, Family, Weather, Months, Clothing, House, Sports, Food, Occupations
	2. Spanish Transparencies Set #40	Transparencies	Gessler	2421	$55.00	House, Food, Body Parts, Clothing, Dishes, Transportation, Nature
	3. We Dress for the Weather	Flannel Set	Barclay's	IN 285	$19.95	58 pieces; clothing, words, weather, symbols, thermometer
Color	1. Attribute Blocks	Manipulatives	Cuisenaire	020265	$79.95	36 piece shapes hexagon, equilateral triangle, square, circle, rectangle in 2 sizes, 3 colors (blue, yellow, red)
	2. Color Counters	Manipulatives	Cuisenaire	020265		Kit includes Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) Spinners, Base 10 Fraction Circles, Coins, Attribute Blocks, 5 Colors/Set of 250
	3. One Inch Colored Cubes	Manipulatives	American Academic Suppliers	ID 6201	$22.95	100 Cubes in 9 colors/1 inch
	4. Vehicle Set	Manipulatives	ABC	135-40401	$49.95	Set of 36 - 3/4" helicopters, vans, boats, cars, trailers
Equip./ Manipulatives Realia	1. Color Cubes	Manipulatives	American Academic Suppliers	ID 6201	$22.95	100 Cubes in 9 colors 1 inch

Equip/ Manipulatives Realia Continued	2. Color Tiles	Manipulatives	Cuisenaire	020265	$79.95	Kit includes Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) Spinners, Base 10 Fraction Circles, Coins, Attribute Blocks, 5 Colors/Set of 250
	3. Cuisenaire Rods	Manipulatives	Cuisenaire	020265	$79.95	Kit includes Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) Spinners, Base 10 Fraction Circles, Coins, Attribute Blocks, 5 Colors/Set of 250
	4. Flag Set w/Stand - Spain - Mexico - United States	Flags	Gessler	2518	$3.75	4"x6" Gold Tipped w/ Triple Stand
	5. Flannel Board/Magnetic Board	Flannel Board	NASCO	TB 15179T	$5.80	10" Dual Scale, Transparent
	6. Inch Grids	Overhead	ETA	538-MO	$9.95	8 1/2 x 11" Transparent Grids w/Ruled 1" squares
	7. Inflatable Globe	Manipulatives	What On Earth	758	$9.95	Inflatable, Glow-In-Dark Globe
	8. Overhead $Bills	Overhead	Cuisenaire	031096	$7.50	Front/Back of Ones, Fives, Tens, Twenties, Fifties, 24 piece set
	9. Overhead Clock Dials	Overhead	Cuisenaire	070305	$6.00	4 Dials w/Movable Hands

	10.	Overhead Hundred Board	Overhead	ETA	4271-MO	$4.95	8 1/4" Transparent 100 Board
	11.	Overhead #'s 1-100	Overhead	ETA	4299-MO	$11.95	1" Square Tiles 1-100 Set of 100
	12.	Overhead Thermometer	Overhead	NASCO	TB15179T	$5.80	10" Dual Scale, Transparent
	13.	Peel & Stick Classroom/ Playground	Peel & Stick	Carlex	3206	$7.95	19" x 14" Peel & Stick Storyboard
	14.	Peel & Stick House	Peel & Stick	Carlex	3205	$7.95	19"x14" Peel & Stick Storyboard
	15.	Sorting/Counting Assorted Vehicles	Manipulatives	ABC	135-40401	$49.95	Set of 36/3-4" helicopters, vans, cars,trailers
	16.	Sorting/Counting Farm Animals	Manipulatives	CP	MTC104	$7.95	100/set different variety
	17.	Sorting/Counting Zoo Animals	Manipulatives	CP	MTC104	$7.95	100/set - 20 different varieties
	18.	Stick On Expression Kit	Peel & Stick	Sing, Dance Laugh and Eat Quiche	E-16 SPN	$7.95	16 different faces on 9" cards
Family	1.	Language Learning Set of 3 (National A, B, C)	Flashcards	Carlex	3203	$138.95	225 Cards (9x12") Classroom, Health, Body parts, Animals, Family, Weather, Months, Clothing, House, Sports, Food, Occupations
	2.	Make Me Talk Family Set	Puppets	ABC	143-00101	$47.50	Nylon/Wool Felt. Grandpa, Grandma, Mother, Father, Boy, Girl & Baby

Food	1. Desert Delights Snack Bar	Manipulatives	ABC	149-00801	$19.95	Potato Chips, Fries, Pizza, Apple, Donut, Cupcake, Candy Bar, Cookie, Ice Cream Cone
	2. Plastic Food Combo Set	Manipulatives	CP	CPX-1043	$17.75	Plastic-15 life-size products cabbage, potato, onion, celery, asparagus, carrot, corn, pepper, tomato, cuke, apple, pear, orange, banana, lemon
	3. Plastic Food - 4 Meals	Manipulatives	CP	CPX-1051	$39.65	Breakfast, Lunch, Blue Plate, Steak Dinner
	4. Make A Sandwhich	Manipulatives	CP	MUC-9425	$12.95	Peanut Butter, Bologna, Turkey, Lettuce, Cheese
Global Educ.	1. Flag Set	Flags	Gessler	2518	$3.75	4" x 6" gold-tipped w/triple stand (Mexico, Spain, United States)
	2. Globe-In-The-Dark	Globe	What On Earth	758	$9.95	Inflatable, glow-in-the-dark globe
House	1. Large House Activity Board	Peel & Stick	Carlex	3205	$7.95	19x14" Peel & Stick Storyboard
Math	1. Base 10 Blocks	Manipulatives	Cuisenaire	020265	$79.95	Kit Which Includes: Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) spinners, Base 10 Fraction Circles, Coins, Attribute Blocks
	2. Fraction Circles	Overhead	Cuisenaire	020265	$79.95	Kit Which Includes: Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) spinners, Base 10 Fraction Circles, Coins, Attribute Blocks

Math Continued	3.	Fraction Strips	Overhead	Cuisenaire	020265	$79.95	Kit Which Includes: Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) spinners, Base 10 Fraction Circles, Coins, Attribute Blocks
	4.	Inch Grids	Overhead	ETA	538-MO	$11.95	81/2 x 11 transparent grids ruled w/1" squares
	5.	Overhead Bills	Overhead	Cuisenaire	031096	$7.50	Front/Back of ones, fives, tens, twenties, fifties - 24 piece kit.
	6.	Overhead Coins	Overhead	Cuisenaire	020265	$79.95	Kit Which Includes: Rods, Colored Tiles, Counters, Fraction Strips, Number Tiles (0-9) spinners, Base 10 Fraction Circles, Coins, Attribute Blocks
	7.	Overhead Geoboard	Overhead	Cuisenaire	020265	$79.95	5x5 pin board
	8.	Overhead Hundred Board	Overhead	ETA	4271-MO	$4.95	81/4" Transparent 100 Board
	9.	Overhead #'s 1-100	Overhead	ETA	4299-MO	$11.95	1" sq. tiles 1-100 set of 100
Music	1.	Sesame Street Spanish Songs	Cassette	Applause Learning Resources	PSP-56	$14.00	Cassette tape of Sesame Street Songs done in Spanish
	2.	Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	T-01	$17.95	Cassette tape of Spanish Folk Songs
	3.	Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	I-01	$5.50	Instrumental only version of other cassette

Occupations	1. Make Me Talk Community	Puppets	ABC	143-00201	$39.95	Policeman, Doctor, Fireman, Nurse, Judge/Minister
	2. When I Grow Up	Flannel Board	Barclay's	IN 171	$15.95	66 pieces - 36 occupations
Science	1. Bubbles, Rainbows & Worms	Book	ABC	490-00001	$7.95	Pre-school science activities
	2. Overhead Thermometer	Overhead	NASCO	TB15179T	$5.80	10" Dual scale, transparent
Shapes	1. Attribute Overhead	Overhead	Cuisenaire	020265	$79.95	36 pieces/6 shapes, hexagon, equilateral triangle, square, circle, rectangle in 2 sizes/3 colors
Supplemental Texts	1. Viva el espanol	Text	National Textbook Company	8212X	$299.95	Contains 65 lessons on number, colors, toys, teacher's manual, puppet activity book, etc.
	2. Welcome to Spanish Level 1	Text	National Textbook Company	7539-X	$169.95	Contains: teacher's manual, learning cards, activity book, puppet
	3. Welcome to Spanish Level 2	Text	National Textbook Company	7540-X	$169.95	Contains: teacher's manual, learning cards, activity book, puppet
Time	1. Overhead Clocks	Overhead	Cuisenaire	070305	$6.00	4 dials w/movable hands
Transport.	1. Vehicle Set	Manipulatives	ABC	135-40401	$49.95	Set of 36/3"-4" helicopters, vans, boats, cars, trailers

Visuals	1. Language Learning Flashcards Set of 3 (National A, B, C)	Flashcards	Carlex	3203	$138.95	225 cards (9x12") classroom, health, body parts, animals, family, weather, months, clothing, house, sports, food, occupations
	2. Opposites - set 1	Flashcards	ABC	050-33501	$7.90	60 cards - explores 6 opposites in depth
	3. Opposites - set 2	Flashcards	ABC	050-33601	$7.90	60 cards-covers 30 opposites
	4. Overlay Transparenies Set 1	Transparencies	Gessler	2421	$55.00	house, food, part of body, clothing, dishes, transportation, nature
	5. Overlay Transparencies Set 2	Transparencies	Gessler	1632	$55.00	bones, opposites, shapes, phone, stores, meat, inside body, measurement, shopping
Weather	1. Overhead Thermometer	Overhead	NASCO	TB15179T	$5.80	10" dual scale, transparent
	2. Weather/Seasons Pictures	Flashcards	Sing, Dance, Laugh and Eat Quiche	W-44 SPN	$4.50	81/2" x 11" black/white illustrated flashcards
	3. We Dress for the Weather	Flannel Set	Barclay's	IN285	$19.95	58 pieces - figures, clothing, labels, weather, symbols

ADDRESS LISTING

1. ABC School Supply, Inc.
3312 N. Berkeley Lake Road
P.O. Box 100019
Duluth, Georgia 30136-9419
1-(800)-669-4222

2. American Academic Suppliers, Inc.
P.O. Box 339
Cary, IL 60013
1-(800)-325-9118

3. Applause Learning Resources
57A Summit Drive
Smithtown, N.Y. 11788-1515
(516) 979-6670

4. Barclay's School Supplies
166 Livingston Street
Brooklyn, N.Y. 11201
(718) 875-2424

5. Carlex
1790 Livernois
P.O. Box 081786
Rochester Hills, MI 48308-1786
1-(800) 526-3768

6. Constructive Playthings
1227 E. 119th Street
Grandview, MO 64030-1117
1-(800)-255-6124

7. Cuisenaire Company of America
12 Church Street Box D
New Rochelle, N.Y. 10802
1-(800)-237-3142

8. ETA
199 Carpenter Avenue
Wheeling, IL 60090
(708) 520-2500

9. Gessler
55 W. 13th Street
New York, NY 10011
(212) 627-0099

10. MPI
1200 Keystone Avenue
P.O. Box 24155
Lansing, MI 48909-4155
(517) 393-0400 or 1-800-444-1733

11. NASCO
901 Janesville Avenue
Fort Atkinson, WI 53538-0901
(414) 563-2446

12. National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
(800) 323-4900

13. Sing, Dance, Laugh and Eat Quiche
6945 Hwy. 14 East
Janesville, WI 53546
(800) 848-0256

14. Teacher's Discovery
1100 Owendale
Suite H
P.O. Box 7048
Troy, MI 48007-7048
(800) 521-3897
(313) 689-9458 (in Michigan)

15. What On Earth
25801 Richmond Road
Cleveland, OH 44146-1486
(216) 831-5588

REALIA FOR 2ND GRADE FOREIGN LANGUAGE

Revised: April 20,1992

Prepared by:
Laura Lemke
Grand Blanc Schools

	Item	Type of Material	Company	Catalog #	Cost	Comments
Animals	1. Animal Loto	Manip.	CP	MTC-105 FS-1951	$7.95	Set of both games (8 board 72 cards. pg. 114
	2. Lo que tiene vida y lo que no tiene vida (Living/Non-Living Things)	Text	Modern	0-8136-6702-X-H	$16.80	Big Book & Teacher's Guide on Living vs. Non-Living Things
	3. Los Pajaros son Animales	Text	Modern	0-8136-6751-8-H	$16.80	Big Book & Teacher's Guide on wings, beaks, feathers parts of animals.
	4. Los Peces Son Animales	Text	Modern	0-8136-6750-X-H	$16.80	Big Book & Teacher's Guide on fish, their food, how their gills work.
	5. Los Seres Vivos (Living Things Grow)	Text	Modern	0-8136-6704-6-H	$16.80	Big Book & Teacher's Guide on Living Things Grow, They Need Food, H20, Air and Sunlight.
	6. Nature Loto	Manip.	CP	CRT-2750	$9.95	6 - 7 1/2 in. square boards. 54 Cards.
	7. Puppets-Felt	Manip.	CP	SHR-P-1011-Fox SHR-P-108-Goat SHR-P-102-Bunny SHR-P-100-Mouse	$5.95 ea.	Fox, Goat, Mouse, Bunny
Body	1. Los Cinco Sentidos (5 Senses)	Book	LEC	No Catalog #	$5.55 ea.	Set of 5 books of each of the 5 enses.

Cassettes	1. Sesame Street Spanish Songs	Cassette	Applause Learning Resource	PSP-56	$14.00	Cassette tape of Sesame Street Songs done in Spanish
	2. Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	T-01	$17.95	Cassette tape of Spanish Folk Songs
	3. Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance, Laugh and Eat Quiche	I-01	$5.50	Instrumental only version of other cassette
	4. Springboard to Spanish	Cassette	Teacher's Discovery	EM-2	$19.95	Simon - says cassette
	5. Teach Me Spanish	Cassette	Teacher's Discovery	EM-33	$13.95	Cassette, 16 pg. read along coloring book, songs, numbers, days of week and commons expression.
	6. Teach Me Spanish	Supplemental Guide	Teacher's Discovery	EM-33X	$4.95	Complete lessons for 16 days
	7. Teach Me More Spanish	Cassette	Teacher's Discovery	EM-36	$13.95	20 page coloring book and cassette
Calendar	El Calendario	Vis.	MPI	T-1846	$5.99	Banners, Weather, Holidays, Symbols, Birthday, Numbers pg. 333
	Los Cuatros partes del Dia (4 parts of the day)	Text	Lectorum	Not given Author: Montserrat Viza	$26.40	Book about the 4 times of the day/week w/ illustrations.

Clothes	1. Language Learning Cards (Set of 3) (National Set A,B,C)	Flashcards	Carlex	3203	$138.95	225 Cards (9 x 12) Classroom, Health, Body Parts, Animals, Family, Weather, Months, Clothing, House, Sports, Food, Occupations
	2. Spanish Transparencies Set #40	Transparencies	Gessler	2421	$55.00	House, Food, Body Parts, Clothing, Dishes, Transportation, Nature
	3. We Dress for the Weather	Flannel Set	Barclay's	IN 285	$19.95	58 pieces; clothing, words, weather, symbols, thermometer
Color	1. Color Pattern Board	Manipulatives	CP	ID-6001	$19.95	27- 1" cubes - 9 colors, 12 plastic pattern cards. 10 cut-out templattes. 1 template tray, pg. 88.
	2. Color/Shape Bingo	Manipulatives	CP	JA-101	$7.99	8 odors 4 shapes, pg. 113.
	3. Cubical Need 2 boxes Counting Blocks	Manipulatives	CP	ID-6201	$22.95	100 1" cubes. Different colors. pg. 88.
	4. Leyendo Colores y Numeros	Manipulatives	MPI	IS-8368	$4.98	pg. 33
	5. Set of patterns and Cubical Counting Blocks	Manipulatives	CP	ID-2	$38.95	1 each. pg. 88
Equip./ Manipulatives Realia	1. Around the House Loto	Manipulatives	CP			
	2. Flannel Boards	Visual	MPI	J-14	$24.95	26x36 folding flannel board - one side flannel other side write on-wipe off.

Equip./ Manipula-tives Realia Continued	3. Folding Easel	Visual/Equip.	MPI	IN-E2	$19.95	Folding metal easel for use w/ flannel board
	4. Judy Clock	Manipulatives/	CP	JA-90 42	$46.95	1 Judy Clock
	5. Let's Play Store: Cash Register	Manipulatives	CP	CAS-119	$25.95	Shows amount in plastic window, bell, paper tape.
	6. Let's Play Store: Money Kit	Manipulatives	CP	MTC-780	$34.95	Assorted bills, coin, Plastic Tray, pg. 52
	7. Pocket Wall Chart	Visual	CP	TEA-5113	$21.95	10 Rows, clear plastic. pg. 183.
	8. Slates	Visual	Valley	073299	$127.50	50 per carton of individual-lap slates.
	9. Talk-n-Listen Play Phones	Manipulatives	CP	HAD-7345	$18.95	2 Phone Set. pg. 104.
Family	1. Family Puppets	Puppets	CP	FPH-722 FPH-725		Black & Hispanic Family (Father, Mother, Boy, Girl)
	2. La Familia de Clifford (Cliffords' Family)	Text	Scholastic	CAC-41992	$2.21	Spanish version of the book Clifford's Family.
	3. Language Learning	Flashcards	Carlex	3203	$138.95	225 Cards (9x12") Class room, Health, Body parts, Animals, Family, Weather, Months, Clothing, House, Sports, Food, Occupations

Food	1. Play & Wash Dining Set	Manipulatives	CP	BAT-926	$12.95	3 plates, glasses, knives, forks, spoons, soup kettles w/ lid, drying rack.
Global Educ.	1. Flag Set	Flags	Gessler	2518	$3.75	4" x 6" gold-tipped w/triple stand (Mexico, Spain, United States)
Lang./ Reading	1. Destreas para eschuhar	Manipulatives	MPI	FS-8362	$4.98	pg. 331.
	2. Nursery Rhymes Picture Picture Cards	Vis.	CP	MTC-1016	$8.95	12 pictures. pg. 107
	3. Reading and Writing Spanish	Manipulatives	MPI	FS-8618 FS-7193	$49.80 $5.93	Blackline. pg. 331 Due
	4. Tense Sequencing Cards	Vis.	CP	ID-4393	$8.95	Past, present, future.
Numbers	1. Number Bingo	Manipulatives	CP	JA-102	$7.99	Numbers 1-20.
	2. Vamos A. Contar 0 - 10	Vis.	MPI	T-1844	$5.99	SPN #Flash Cards pg. 333.
Math	1. Cash Register	Manipulatives	CP	CA-119	$25.95	Window/Paper Tape/ Drawer
	2. Classroom Money Kit	Manipulatives	CP	MTC-780	$34.95	300 Assorted Bills, 306 Assorted Coins, Plastic Tray
	3. Interlocking Cubes	Manipulatives	CP	CPX-56	$51.75	10 Different Colors
	4. Problems de Mathematicas	Manipulatives	MPI	FS-8366	$4.98	+/- Word Problems. pg. 331.
Misc.	Pocket Wall Chart	Vis.	CP	Tea-5113	$21.95	10 Rows and Clear Plastic. pg. 183.

My Community	1.	Community & Career Figures	Manipulatives	CP	GC-116	$21.95	Non-stereotyped multicultual, 12 different careers: bus driver, school crossguard, doctor, cashier, mail person, teacher, fine person, police, telephone person, grocer, mechanic, mail carrier.
Music	1.	Hardwood Maracas	Manipulative	MPI	RB-1203	$10.50	Imported Spanish Hardwood. Handpained, 9 " high.
	2.	Sesame Street Spanish Songs	Cassette	Applause	PSP-56	$14.00	Cassette tape of Sesame Street Songs done in Spanish
	3.	Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	T-01	$17.95	Cassette tape of Spanish Folk Songs
	4.	Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	I-01	$5.50	Instrumental only version of other cassette
Occupations	1.	Community & Career Figures	Manipulatives	CP	GC-116	$21.95	Non-stereotyped multicultural, 12 different careers: bus driver, school crossguard, doctor, cashier, mail person, teacher, fine person, police, telephone person, grocer, mechanic, mail carriers.
Science	1.	Bubbles, Rainbows Worms	Book	ABC	490-00001	$7.95	Pre-school science activities
	2.	Los Cuatros Elementos	Text	Lectorum	Not Given JM Parramon	$19.00	Earth, Air, Water, Fire (book on each topic.)
	3.	Magnets	Manipulatives	Cuisenaire	082120	$4.95	Set of 30 square magnets.
	4.	Overhead Thermometer	Overhead	NASCO	TB-15179T	$5.80	10" Dual scale, transparent.
	5.	Plants/Foods	Visual	MPI	IN-262	$9.95	Flannel set. 24 pieces - show how common fruits & vegetables grow.

Science	6.	Plants/Growth	Visual	MPI	IN-260	$9.95	Flannel set - 23 pieces - show how a plant grows.
	7.	Solar System	Visual	MPI	T-747	$5.99	42 pieces w/ separate labels.
	8.	Three Dimensional Land Forms	Visual	MPI	EI-5963	$14.95	3-D landforms - set contains 4 identical maps, 6 worksheets and teacher guide.
Shapes	1.	Attribute Overhead	Overhead	Cuisenaire	020265	$79.95	36 pieces/6 shapes, hexagon, equilateral triangle, square, circle, rectangle in 2 sizes/3 colors
	2.	Wooden Geometric Solids	Manipulatives	Barclay's	LER-120	$19.95	Cube, cylinder, sphere
Social Studies	1.	Fiesta Cutouts	Vis.	TD	XE124	$5.75	6 Cut-outs. pg. 60
	2.	Spanish America Yesterday & Today	Vis.	CP	MTC-1039	$11.95	20 pictures, 65 pg. 15
	3.	Spanish Maps Spanish Maps Spanish Maps	Vis. Vis. Vis.	TD TD TD	M7 M31 M32	$3.00 $3.00 $3.00	South America North America pg. 59. Europe (2 or more) $2.75
Supplemental Texts	1.	Azulin Va a la Escuela	Text	Lectorum	CP-3037	$10.95	Book about bug named Azulin going to Mexico
	2.	Azulin Visita a Mexico	Text	Lectorum	CP-3883	$10.95	Book about bug named Azulin going to Mexico
	3.	Beatrix Potter Collection	Text	Lectorum	Not Given	$28.50	Spanish version of the Beatricx Potter Books (6 books)
	4.	Big Bargain (7 bks on plants/ animals)	Text	Modern	0 8136-6781-X H	$99.65	Set of 7 Las plantas & los animales Big Books & Guides.
	5.	Buenos Dias, Querida Ballena	Text	Lectorum	JV-0116	$9.80	Book about time of day

Supplemental Texts (Cont.)	6.	Dime Que Hore Es	Text	Lectorum	Not given John Patience	$7.95	Telling time next.
	7.	El Ano de Gato Galano	Text	Lectorum	CP-0316	$10.95	Parts of the year.
	8.	El Gato Galano	Text	Lectorum	Not Given Donald Charles	$54.75	Set of 5 books.
	9.	El Reloj de mi Abuelito	Text	Modern	0 8136 6538-8 H	$21.95	Big Book & Teacher's Guide
	10.	La Familia de Clifford (Clifford's Family)	Text	Scholastic	CAC-41992	$10.50	Spanish version de Clifford's family
	11.	La Gallinita Roja (The Little Red Hen)	Text	Scholastic	CAC-71880	$10.50	Spanish version of The Little Red Hen
	12.	La Oruga Muy Hambrieta	Text	Scholastic	CAC-43105	$11.13	Spanish version of The Carrot Seed
	13.	La Primera Navidad de Spot	Text	Scholastic	Not given Eric Hill	$10.35	Spot's First Christmas Book
	14.	La Semilla de Zanahoria (The Carrot Seed)	Text	Scholastic	CAC-85417	$10.50	Spanish version of The Carrott Seed
	15.	La Superficie de la Tierra (Earth's surface)	Text	Modern	0 8136 6754-2 H	$19.32	Big Book & Teacher's Guide on the earth's surface.
	16.	Leyendas Mayas	Text	Lectorum	PA-2935	$5.50	
	17.	Los Cinco Gusanitos	Text	Modern	0-8136-660-0-H	$21.95	5 Worms Big Book & Teacher's Guide
	18.	Los Cinco Sentidos	Text	Lectorum	Not Given Maria Ruis	$27.75	5 Senses Big Big Book & Teachers Guide
	19.	Los Cuatros Elementos	Text	Lectorum	Not Given JM Parramon	$19.00	4 Elements, Big Book & Teachers Guide

	20.	Las Cuatros Estaciones (4 Seasons)	Text	Lectorum	Not given J.M. Parramon	$19.00	4 Books on the 4 Seasons
	21.	Los Cuatros Partes del Dia	Text	Lectorum	Not given Montserrat Viza	$26.40	4 Books/set on the 4 parts of the day
	22.	Los Tres Osos y Bucles de Oro	Text	Lectorum	Not given	$9.40	Spanish version of Goldilocks and the 3 bears
	23.	Mi Primera Visita (My first visit)	Text	Lectorum	Not given J.M. Parramon	$19.00	My First Visit Book
	24.	Nuestro sistems solar	Text	Modern	0 8136 6745 3 H	$16.80	Big book & Teacher's Guide on the Solar System
	25.	Sere Mariachi	Text	Modern	0-8136-6669-4-H	$21.95	Big book & Teacher's Guide
	26.	Un Dia En	Text	Lectorum	Not given J.M. Parramon	$19.00	Set of 4 Books
	27.	Viva el espanol Set B	Text	National	8212X	$299.95	Contains 65 lessons on number, colors, toys, teacher's manual puppet activity book, etc.
	28.	Welcome to Spanish First Start	Text	National	7530-X	$169.95	Contains: teacher's manual, learning cards, activity book, puppet
	29.	Welcome to Spanish Moving Ahead	Text	National	7540-X	$169.95	Contains: teacher's manual, learning cards, activity book, puppet
	30.	Y la lluvia caia	Text	Modern	0-8136-6508-6-H	$21.95	Big Book & Teacher's Guide
	31.	Yo Soy (I am)	Text	Lectorum	CP-3885	$8.95	Spanish book describing physical traits
Time	1.	Dime Que Hore Es	Text	Lectorum	Not Given	$7.95	Telling Time text
	2.	Judy Clock	Manipulatives	CP	JA-9040	$19.95	Clock w/movable hands

Transport.	1.	Motor Mat.	Vis./Manipulative	CP	HOY-1	$12.95	Vinyl mat-traffic safety, signs, direc. stores, service station, school, beach pg. 24.
	2.	Transportation	Vis.	MPI	FS-9489	$5.98	Bulletin board set of different modes of transportation.
	3.	Wooden Comm. Vehicles	Man./Vis.	CP	M06-35	$19.95/5	Give truck, police, taxi, ambulance, school bus. pg. 24.
Visuals (Get info from Lang. Reading Section)	1.	Sequencing Thinking Concept Cards	Visual	CP	ID-4363,4364, 4365,4366,4367	$40.75	4 sets @ $7.95/set and 1 set @ $8.95
	2.	Tense Sequencing Cards	Visual	CP	ID-4393	$8.95	Set of flashcards taking place at different times.
Weather	1.	Las Cuatros Estaciones (4 Seasons)	Text	Lectorum	Not given J.M. Parramon	$19.00	4 Books @ $4.75
	2.	Y la lluvia caia	Text/Big Book	Modern	0-8136-6508-6-H	$21.95	Book about Spanish weather expressions

ADDRESS LISTING

1. ABC School Supply, Inc.
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   1-(800)-325-9118

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   Roslyn, NY 11576-1431
   (800) 253-5351

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   (212) 627-0099

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    1200 Keystone Avenue
    P.O. Box 24155
    Lansing, MI 48909-4155
    (517) 393-0400 or 1-800-444-1733

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    (414) 563-2446

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    4255 W. Touhy Avenue
    Lincolnwood, IL 60646-1975
    (800) 323-4900

15. Scholastic
    P.O. Box 7602
    Jefferson City, MO 65102
    (800) 325-6149

16. Sing, Dance, Laugh and Eat Quiche
    6945 Hwy. 14 East
    Janesville, WI 53546
    (800) 848-0256

17. Teacher's Discovery
    1100 Owendale
    Suite H
    P.O. Box 7048
    Troy, MI 48007-7048
    (800) 521-3897
    (313) 689-9458 (in Michigan)

18. Valley School Supply
    16014 South East Street Road
    Montrose, MI 48457
    (313) 639-6200
    (800) 242-3433

REALIA FOR 2ND GRADE FOREIGN LANGUAGE

Revised:February 24, 1992

Prepared by:
Laura Lemke
Grand Blanc Schools

	Item	Type of Material	Company	Catalog #	Cost	Comments
Animals	1. Animal Loto	Manip.	CP	MTC-105 FS-1951	$7.95	Set of both games (8 board 72 cards. pg. 114
	2. Barnyard Set	Manip./Vis.	CP	MTC-207	$16.95	Well, pump, trough, 3 pieces of fencing.
	3. Miniature Pre-historic Animals	Manip.	CP	MTC-105	$7.95	Set of 100; six different types.
	4. Nature Loto	Manip.	CP	CRT-2750	$9.95	6 - 7 1/2 in. square boards. 54 Cards.
	5. Prehistoric Animals	Manip.	CP	MTC-102	$19.95	Ankylosaurus, T. Rex, Stego-saurus, Dimetrodon, Bronto-saurus, Triceratops.
	6. Puppets - Felt	Manip.	CP	SHR-P-1011 - Fox SHR-P-108-Goat SHR-P-102-Bunny SHR-P-100-Mouse	$5.95 ea.	Fox, Goat, Mouse, Bunny
Body						

Cassettes	1. Sesame Street Spanish Songs	Cassette	Applause Learning Resource	PSP-56	$14.00	Cassette tape of Sesame Street Songs done in Spanish
	2. Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	T-01	$17.95	Cassette tape of Spanish Folk Songs
	3. Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance, Laugh and Eat Quiche	I-01	$5.50	Instrumental only version of other cassette
	4. Springboard to Spanish	Cassette	Teacher's Discovery	EM-2	$19.95	Simon - says cassette
	5. Teach Me Spanish	Cassette	Teacher's Discovery	EM-33	$13.95	Cassette, 16 pg. read along coloring book, songs, numbers, days of week and commons expression.
	6. Teach Me Spanish	Supplemental Guide	Teacher's Discovery	EM-33X	$4.95	Complete lessons for 16 days
	7. Teach Me More Spanish	Cassette	Teacher's Discovery	EM-36	$13.95	20 page coloring book and cassette
Calendar	El Calendario	Vis.	MPI	T-1846	$5.99	Banners, Weather, Holidays, Symbols, Birthday, Numbers pg. 333

Clothes	1. Language Learning Cards (Set of 3) (National Set A,B,C)	Flashcards	Carlex	3203	$138.95	225 Cards (9 x 12) Classroom, Health, Body Parts, Animals, Family, Weather, Months, Clothing, House, Sports, Food, Occupations
	2. Spanish Transparencies Set #40	Transparencies	Gessler	2421	$55.00	House, Food, Body Parts, Clothing, Dishes, Transportation, Nature
	3. We Dress for the Weather	Flannel Set	Barclay's	IN 285	$19.95	58 pieces; clothing, words, weather, symbols, thermometer
Color	1. Color Pattern Board	Manipulatives	CP	ID-6001	$19.95	27- 1" cubes - 9 colors, 12 plastic pattern cards. 10 cut-out templattes. 1 template tray, pg. 88.
	2. Color/Shape Bingo	Manipulatives	CP	JA-101	$7.99	8 odors 4 shapes, pg. 113.
	3. Cubical Need 2 boxes Counting Blocks	Manipulatives	CP	ID-6201	$22.95	100 1" cubes. Different colors. pg. 88.
	4. Leyendo Colocesy Numeros	Manipulatives	MPI	IS-8368	$4.98	pg. 33
	5. Set of patterns and Cubical Counting Blocks	Manipulatives	CP	ID-2	$38.95	1 each. pg. 88
Equip./ Manipulatives Realia	1. Judy Clock	Manipulatives/ Vis.	CP	JA-9042	$46.95	1 Judy Clock

Equip/ Manipula-tives Realia Continued	2. Let's Play Store	Manipulatives	CP	MTC-780	$34.95	Assorted Bills, Coin, Plastic Tray. pg. 52.
	3. Pocket Wall Chart	Vis.	CP	TEA-5113	$21.95	10 Rows, clear plastic. pg. 183.
	4. Talk-n-Listen Play Phones	Manipulatives	CP	HAD-7345	$18.95	2 Phone Set. pg. 104.
Family	1. Language Learning	Flashcards	Carlex	3203	$138.95	225 Cards (9x12") Class room, Health, Body parts, Animals, Family, Weather, Months, Cloth-ing, House, Sports, Food, Occupations
	2. Make Me Talk	Puppets	ABC	143-00101	$47.50	Nylon/Wool Felt. Grandpa, Grandma, Mother, Father, Boy, Girl & Baby
Food	1. Desert Delights Snack Bar	Manipulatives	ABC	149-00801	$19.95	Potato Chips, Fries, Pizza, Apple, Donut, Cupcake, Candy Bar, Cookie, Ice Cream Cone
	2. Plastic Food Combo Set	Manipulatives	CP	CPX-1043	$17.75	Plastic-15 life-size products cabbage, potato, onion, celery, asparagus, carrot, corn, pepper, tomato, cuke, apple, pear, orange, banana, lemon
	3. Plastic Food - 4 Meals	Manipulatives	CP	CPX-1051	$39.65	Breakfast, Lunch, Blue Plate, Steak Dinn

	4. Make A Sandwhich	Manipulatives	CP	MUC-9425	$12.95	Peanut Butter, Bologna, Turkey, Lettuce, Cheese
Global Educ.	1. Flag Set	Flags	Gessler	2518	$3.75	4" x 6" gold-tipped w/triple stand (Mexico, Spain, United States)
	2. Globe-In-The-Dark	Globe	What On	758	$9.95	Inflatable, glow-in-the-dark globe
Lang./ Reading	1. Destre a Spara e Schuchar	Manipulatives	MPI	FS-8362	$4.98	pg. 331.
	2. Nursery Rhymes Picture Picture Cards	Vis.	CP	MTC-1016	$8.95	12 pictures. pg. 107
	3. Reading and Writing Spanish	Manipulatives	MPI	FS-8618 FS-7193	$49.80 $5.93	Blackline. pg. 331 Due
	4. Tense Sequencing Cards	Vis.	CP	ID-4393	$8.95	Past, present, future.
Numbers	1. James A. Contar 0 - 10	Vis.	MPI	T-1844	$5.99	SPN #Flash Cards pg. 333.
Math	1. Problems de Mathematicas	Manipulatives	MPI	FS-8366	$4.98	+/- Word Problems. pg. 331.
Misc.	Pocket Wall Chart	Vis.	CP	Tea-5113	$21.95	10 Rows and Clear Plastic. pg. 183.
Occupations	Community & Career Figures	Manipulatives	CP	GC-116	$21.95	Non-stereotyped multicultual, 12 different careers: bus driver, school crossguard, doctor, cashier, mail person, teacher, fine person, police, telephone person, grocer, mechanic, mail carrier.

My Community	Community & Career Figures	Manipulatives	CP	GC-116	$21.95	Non-stereotyped multicultual, 12 different careers: bus driver, school cross-guard, doctor, cashier, mail person, teacher, fine person, police, telephone person, grocer, mechanic, mail carrier.
Music	1. Sesame Street Spanish Songs	Cassette	Applause	PSP-56	$14.00	Cassette tape of Sesame Street Songs done in Spanish
	2. Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	T-01	$17.95	Cassette tape of Spanish Folk Songs
	3. Sing, Dance, Laugh and Eat Tacos	Cassette	Sing, Dance Laugh and Eat Quiche	I-01	$5.50	Instrumental only version of other cassette
Science	1. Bubbles, Rainbows & Worms	Book	ABC	490-00001	$7.95	Pre-school science activities
	2. Overhead Thermometer	Overhead	NASCO	TB15179T	$5.80	10" Dual scale, transparent
Shapes	1. Attribute Overhead	Overhead	Cuisenaire	020265	$79.95	36 pieces/6 shapes, hexagon, equilateral triangle, square, circle, rectangle in 2 sizes/3 colors
Social Studies	1. Fiesta Cutouts	Vis.	TD	XE124	$5.75	6 Cut-outs. pg. 60
	2. Spanish America Yesterday & Today	Vis.	CP	MTC-1039	$11.95	20 pictures, 65 pg. pg. 15
	3. Spanish Maps Spanish Maps Spanish Maps	Vis. Vis. Vis.	TD TD TD	M7 M31 M32	$3.00 $3.00 $3.00	South America North America pg. 59. Europe (2 or more) $2.75

Supplemental Texts	1. Viva el espanol	Text	National	8212X	$299.95	Contains 65 lessons on number, colors, toys, teacher's manual, puppet activity book, etc.
	2. Welcome to Spanish	Text	National	7530-X	$169.95	Contains: teacher's manual, learning cards, activity book, puppet
	3. Welcome to Spanish	Text	National	7540-X	$169.95	Contains: teacher's manual, learning cards, activity book, puppet
Time	1. Judy Clock					
Transport.	1. Motor Mat.	Vis./Manipulative	CP	HOY-1	$12.95	Vinyl mat-traffic safety, signs, direc. stores, service station, school, beach pg. 24.
	2. Transportation	Vis.	CP	MTC-1017	$7.95	12 picture. pg. 107
	3. Wooden Comm. Vehicles	Man./Vis.	CP	M06-35	$19.95/5	Give truck, police, taxi, ambulance, school bus. pg. 24.
Visuals						
	215					216

Weather						
	217					218

ADDRESS LISTING

1. ABC School Supply, Inc.
3312 N. Berkeley Lake Road
P.O. Box 100019
Duluth, Georgia 30136-9419
1-(800)-669-4222

2. American Academic Suppliers, Inc.
P.O. Box 339
Cary, IL 60013
1-(800)-325-9118

3. Applause Learning Resources
57A Summit Drive
Smithtown, N.Y. 11788-1515
(516) 979-6670

4. Barclay's School Supplies
166 Livingston Street
Brooklyn, N.Y. 11201
(718) 875-2424

5. Carlex
1790 Livernois
P.O. Box 081786
Rochester Hills, MI 48308-1786
1-(800) 526-3768

6. Constructive Playthings
1227 E. 119th Street
Grandview, MO 64030-1117
1-(800)-255-6124

7. Cuisenaire Company of America
12 Church Street Box D
New Rochelle, N.Y. 10802
1-(800)-237-3142

8. ETA
199 Carpenter Avenue
Wheeling, IL 60090
(708) 520-2500

9. Gessler
55 W. 13th Street
New York, NY 10011
(212) 627-0099

10. MPI
1200 Keystone Avenue
P.O. Box 24155
Lansing, MI 48909-4155
(517) 393-0400 or 1-800-444-1733

11. NASCO
901 Janesville Avenue
Fort Atkinson, WI 53538-0901
(414) 563-2446

12. National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
(800) 323-4900

13. Sing, Dance, Laugh and Eat Quiche
6945 Hwy. 14 East
Janesville, WI 53546
(800) 848-0256

14. Teacher's Discovery
1100 Owendale
Suite H
P.O. Box 7048
Troy, MI 48007-7048
(800) 521-3897
(313) 689-9458 (in Michigan)

15. What On Earth
25801 Richmond Road
Cleveland, OH 44146-1486
(216) 831-5588

INTEGRATING SPANISH CHILDREN'S BOOKS IN ELEMENTARY SPANISH PROGRAMS

MFLA Conference
"Exploring Our Future:
Discovering New Worlds Through Foreign Language"
October 22, 1992

Jennie Frazier
East Grand Rapids Public Schools
2018 Wealthy St. SE
Grand Rapids, Michigan 49506
(616) 459-7271

I. Rationale for using children's books
   - A. Whole language
   - B. Expansion of vocabulary
   - C. Comprehensible input
   - D. Integration with other core curriculum
   - E. Student interest

II. Evaluation criteria for Spanish books
   - A. Text/Picture = Comprehensible Input
   - B. Usefulness of language
   - C. Cultural Sensitivity
   - D. Original Spanish text/translation
   - E. Appropriateness of topics

III. Presentation of books and follow-up activities

IV. Questions and individual review of materials

RESOURCES

Book Companies

1. Addison-Wesley Publishing Company
   2725 Sand Hill Road
   Menlo Park, California 94025
   1-800-447-2226

2. Barron's Educational Services
   250 Wireless Boulevard
   Hauppauge, New York 11788
   1-800-645-3476

3. Children's Press
   5440 North Cumberland Avenue
   Chicago, Illinois 60656
   1-800-621-1115

4. Modern Curriculum Press
   13900 Prospect Road
   Cleveland, Ohio 44136
   1-800-321-3106

5. Scholastic
   P.O. Box 7502
   Jefferson City, MO 65102
   1-800-325-6149

6. Wright Group
   19201 120th Avenue NE
   Bothell, WA 98011-9512
   1-800-523-2371

General Resources

International Book Centre
2391 Auburn Road
Utica, Michigan 48317
(313) 254-7230

Dos Manos
Handicrafts of Latin America
210 W. Sixth Street
Royal Oak, Michigan 48067
(313) 542-5856

AIMS Education Foundation
(209) 255-4094

Spanish Children's Books

The following books are organized according to traditional units of instruction. The reviews are listed as: book title - publisher (which is listed as a number corresponding to the numbers on page two of this handout).

Greetings and Personal Identity

* Buenas Noches, Gatito - 3
* Igual Que Yo - 3
* Quien es Quien? - 3
* Como Estas? - Class-made (Send home class books.) (Send first to positive parent.) "Kids Picks"
  Software (can change alphabet to Spanish).
* Yo Soy - 3
* El Paseo de Nikki - 4

Colors

* El Libro de Colores de Azulin - 3 (Make book, yellow and blue make green, page by page.)
* Insectos - 3 (Follow up make insects/wax paper wings/pipe cleaner antennas/fly swatter game.)
* Demasiados Globos - 3
* Mis Primeros Colores - 2
* Mi Casa - 5
* Mi Casa - 3
* El Pastel de Cumpleanos - 6
* De Colores - Teaching Resource Center 1-800-833-3389

Numbers

* Cuantos Monstruos? - 3
* Tortillitas Para Mamo - Holt, 115 W. 18th St., NY, NY 10011
  1-800-628-9658
* Monstruos - 3
* Partimos - 1
* Mis Primeros Numeros - 2
* Cuenta Con Gato Galano - 3
* Sabes Donde esta Tu Monstruo esta noche? - 3

Shapes

* Mis Primeras Formas - 2
* Mira las Formas con Gato Galano - 3
* Mi Primer Libro de Palabras - 5

School

* Azulin Va a la Escuela - 3
* LaEscuela - ISBN 968-24-1773-2
* El Autobus Escolar - 5
* El Alfabeta - National Textbook Company
  1-800-323-4900

Days of the Week

* La Oruga Muy Hambrienta - 5
* Hopscotch Around the World - Morrow Jr. Books, 1350 Ave. of the Americas, NY, NY 10019 - ISBN 0-688-08420-6

Farm

* La Gallinita Roja - 3
* Los Gatos Me Gustan Mas - 3
* Quien Dice? - 3
* Los Tres Chivitos - 3
* Tortillitas Para Mama
* Pollita Chiquita - 5
* El Carrusel - 4
* Mi Hogar - 6
* Los Insectos Son Animales - 4

Zoo

* Que es un Huggles? - 6
* Quien Viene? - 3
* Gorilita - 5
* Demasiados Globos - 4
* Donde Esta Spot? - ISBN 0-399-21018-0

Bears

* Los Tres Osos - 3
* Ricitos de Oro y los Tres Osos - 1
* Osito - 3

Pets

* Donde Esta Spot? - ISBN 0-399-21018-0
* Los Gatos Me Gustan Mas - 3

House

* Nuestra Calle - 6
* Donde Esta Spot? - ISBN 0-399-210018
* Mi Casa - 3
* Mi Casa - ISBN 0-316-23637-3

Food

* Osito - 3
* La Oruga Muy Hambrienta - 5
* La Hora de la Comida - ISBN 0-525-44855-1
* Tortillas Para Mama
* Arroz Con Leche - 5
* Sopa Fuchi - 6

Body Parts

* Miramel - ISBN 0-525-44853-5
* Igual Que Yo - 3
* Tortillitas Para Mama

Family

* Yo Amo a Mi Familia - 6
* Tortillitas Para Mama

Clothing

* El Oso Mas Elegante - 3
* Un Dia Caluroso - 5

Birthday

* El Pastel de Cumpleanos - 6
* Que Sorpresa! - 3
* Gorilita - 5

Sports

* Ramon el Lanzador - 3
* El Futbol es Nuestro Juego - 3
* El Beisbol es Nuestro Juego - 3

Navidad

* La Pinata - 6
* Las Navidades - 5
* Nine Days to Christmas - ISBN 0-670-51350-4

Opposites/Adjectives

* El Pequeno Monstruo - 3
* A Pedro Perez Le Gustan Los Camiones - 3
* Barcox, Barcos, Barcos - 3
* Los Contarios - ISBN 968-419-87-5
* Arriba y Abajo - 3

Materials for Distribution

Materials for Distribution

- Brochure describing the local FLES* program, including rationale and goals of the program. ..... p. 169
- FLES* curriculum (and scope and sequence) - See Scope and Sequence section ..... p. 28
- Directory of Administrators/Addresses/Phone Numbers/Map ..... p. 171
- Letter to parents explaining program/goals ..... p. 105
- Benefits (see Rationale/Benefits section) ..... p. 2

Our Programs

Elementary Level

- Beginning in 1st grade
- 30 minutes per day
- Pilot February, 1992.

Middle School Level

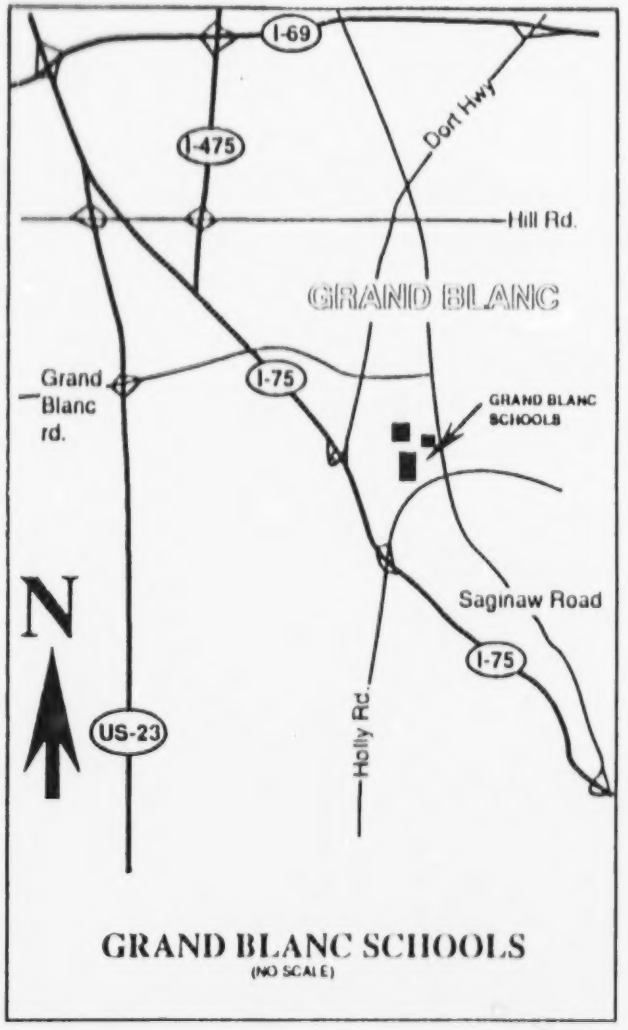
French/Spanish

- 6th grade - 9 week exploratory
- 7th grade - Full year, 5 days per week
- 8th grade - Full year, 5 days per week
- Foreign Language Club

High School Level

French/German/Spanish

- Levels I-V available - Full Year, 5 Days per week
- French Club/Spanish Club
- Foreign Language Week



GRAND BLANC SCHOOLS
(NO SCALE)

Grand Blanc Community Schools

Foreign Language Program

Grand Blanc Community Schools
G-11920 South Saginaw
Grand Blanc, Michigan 48439
(313) 694-8211

Our Philosophy

Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language increases the opportunities to interact with other people and understand other cultures. As the world becomes increasingly interdependent, teachers, administrators, and parents must prepare youth to meet the challenges of the 21st Century. It is important for every person to acquire the skills for communication with others and for cross-culture understanding.

Acquiring and learning to speak other languages will not only enhance career opportunities, but will help students deal effectively with our changing world. Putting language and culture into a meaningful perspective will also help develop skills essential to the learning process, creative inquiry, and critical thinking.

In light of these benefits, the study of a second language should be an integral part of every students' educational experience. All students deserve the opportunity to study a second language in order to prepare themselves for an informed and productive role in tomorrow's world community.

Benefits

- Higher standardized test scores
- Second language proficiency
- Appreciation of other cultures
- Improved listening and memory skills
- Reinforcement of other subjects
- Basic English skills enhanced
- Improved self-concept and sense of achievement
- Fosters humanity
- Increased adaptability to different environments and modes of acting and thinking
- Global attitude developed
- Increased employment opportunities
- Enhances communication skills
- Improved logical, critical, and creative thinking skills

Our Goals

The overall goal of Grand Blanc's foreign language program is to provide each student with an extended foreign language experience including, but not limited to, the study of the culture of the countries in which the target language is spoken.

It is our goal that such an extended foreign language experience not only provide our students with the previously mentioned benefits, but also aid the district in its attempt to:

1. Reduce the drop-out rate.
2. Increase students' self-esteem.

As a result of this program, we also expect students to gain:

1. Functional proficiency in the second language; children will be able to communicate in the second language on topics appropriate to their age level.
2. Mastery of subject content materials of the district curriculum.

Grand Blanc Schools
Directory

1) **Reid Elementary**
(313) 695-5103
Spanish
2103 Reid Road
Grand Blanc, Michigan 48439
Keith Baldwin, Principal

2) **McGrath Elementary**
(313) 694-4161
Spanish
5288 Todd Street
Grand Blanc, Michigan 48439
Sally Dittman, Principal

3) **Myers Elementary**
(313) 694-4126
Spanish
6985 Sun Valley
Grand Blanc, Michigan 48439
Barb Vert, Principal

4) **Indian Hill Elementary**
(313) 695-2770
Spanish
11240 Woodbridge
Grand Blanc, Michigan 48439
Tim Stein, Principal

5) **Brendel Elementary**
(313) 695-2560
Spanish
223 Bush Street
Grand Blanc, Michigan 48439
Peggy Cyphert, Principal

6) **Grand Blanc Middle School**
(313) 694-8211 Ext. 160
French-German-Spanish
1 Jewett Trail
Grand Blanc, Michigan 48439
Norm Abdella, Principal
Bob Nordin, Asst. Principal
Mary Allen, Asst. Principal

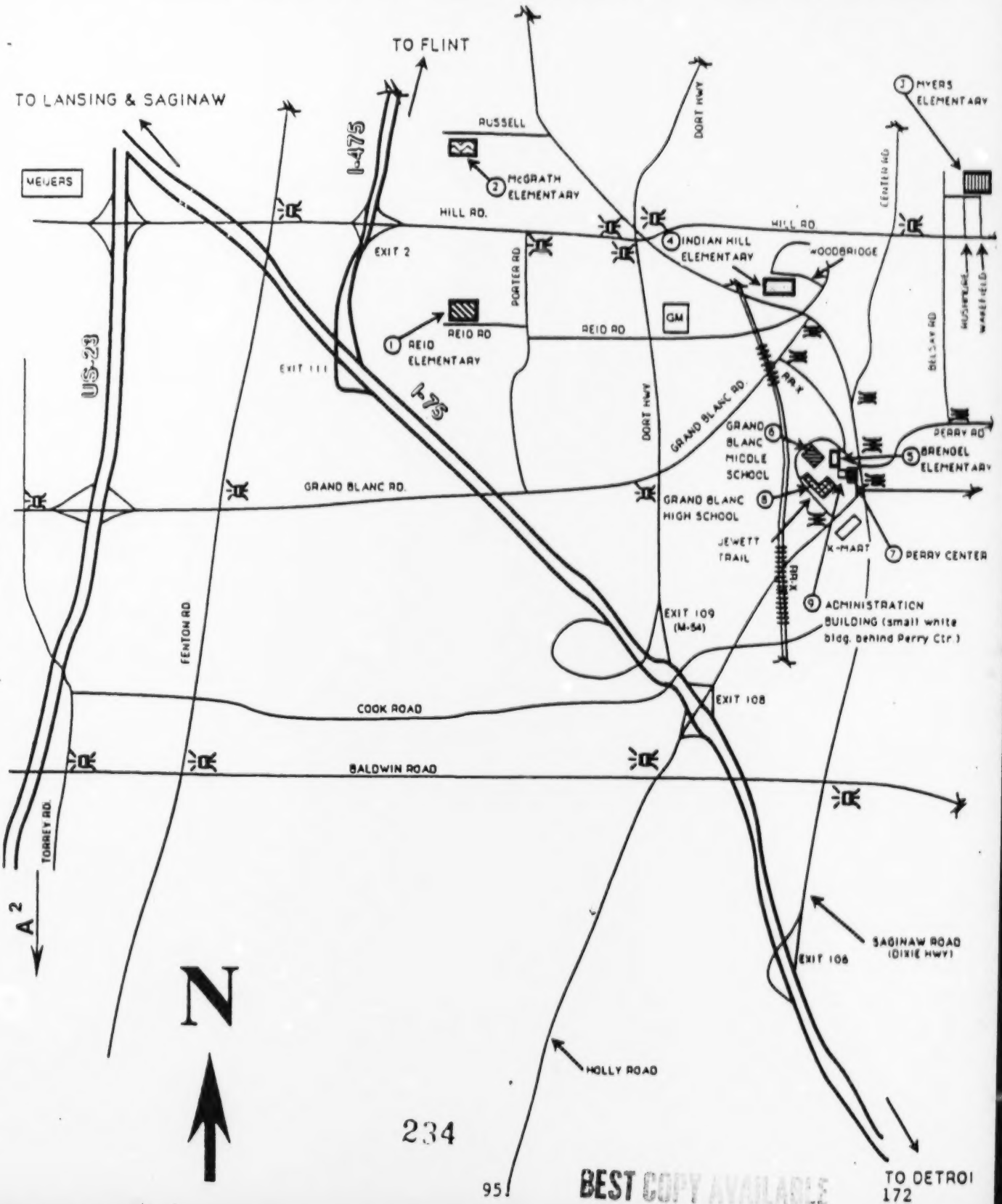
7) **Perry Center/Community Education Offices**
(313) 694-0480
11920 S. Saginaw Road
Grand Blanc, Michigan 48439
Kay Reed, Director
Tim Puckett, Assistant Director

8) **Grand Blanc High School**
(313) 694-8211 Ext. 167
French-German-Spanish
12500 Holly Road
Grand Blanc, Michigan 48439
Mike Newton, Principal
Lonnie Lowery, Assistant Principal
John Riek, Assistant Principal

9) **Grand Blanc Community Schools Administrative Offices**
(313) 694-8211
11920 South Saginaw Road
Grand Blanc, Michigan 48439

10) **K-12 Foreign Language Coordinator**
Laura Lemke
c/o Grand Blanc Middle School
1 Jewett Trail
Grand Blanc, Michigan 48439
(313) 694-8211, Extension 160

GRAND BLANC COMMUNITY SCHOOLS



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GRAND BLANC COMMUNITY SCHOOLS

DIRECTIONS

FROM DETROIT:

DRIVE NORTH ON I-75 TO EXIT 106 (SAGINAW ROAD) EXIT TO THE RIGHT, AND PROCEED NORTH FOR APPROXIMATELY 4-5 MILES, UNTIL THE SECOND TRAFFIC SIGNAL, (HOLLY ROAD), (A&P AND K-MART ON THE LEFT). TURN LEFT ON HOLLY ROAD TO NEXT LIGHT, (JEWETT TRAIL), TURN RIGHT AND FOLLOW JEWETT TRAIL AROUND UNTIL YOU REACH THE MIDDLE SCHOOL (SECOND COMPLEX ON THE RIGHT). PARKING IS AVAILABLE IN THE NORTH LOT, NORTH OF THE BUILDING.

FROM LANSING:

DRIVE EAST ON I-69 TO I-75 SOUTH, CONTINUE SOUTH (ON I-75) UNTIL YOU REACH EXIT 108 (HOLLY ROAD). EXIT TO THE RIGHT. TURN LEFT ON HOLLY ROAD AND DRIVE UNTIL THE FIRST TRAFFIC SIGNAL, (K-MART AND A&P ON THE RIGHT). TURN LEFT AT LIGHT (JEWETT TRAIL), FOLLOW JEWETT TRAIL AROUND UNTIL YOU REACH THE MIDDLE SCHOOL (SECOND COMPLEX ON THE RIGHT). PARKING IS AVAILABLE IN THE NORTH LOT, NORTH OF THE BUILDING.

FROM ANN ARBOR:

DRIVE NORTH ON US-23 TO HILL ROAD, EXIT TO THE RIGHT AND PROCEED EAST ON HILL. AT I-475 EXIT RIGHT AND PROCEED SOUTH ON I-475 SOUTH TO EXIT 108 (HOLLY ROAD), EXIT TO THE RIGHT. TURN LEFT ON HOLLY ROAD AND DRIVE UNTIL THE FIRST TRAFFIC SIGNAL, (K-MART AND A&P ON THE RIGHT). TURN LEFT AT LIGHT (JEWETT TRAIL), FOLLOW JEWETT TRAIL AROUND UNTIL YOU REACH THE MIDDLE SCHOOL (SECOND COMPLEX ON THE RIGHT). PARKING IS AVAILABLE IN THE NORTH LOT, NORTH OF THE BUILDING.

FROM SAGINAW:

DRIVE SOUTH ON I-75 TO EXIT 108 (HOLLY ROAD), EXIT TO THE RIGHT. TURN LEFT ON HOLLY ROAD AND DRIVE UNTIL THE FIRST TRAFFIC SIGNAL, (K-MART AND A&P ON THE RIGHT). TURN LEFT AT LIGHT (JEWETT TRAIL), FOLLOW JEWETT TRAIL AROUND UNTIL YOU REACH THE MIDDLE SCHOOL (SECOND COMPLEX ON THE RIGHT). PARKING IS AVAILABLE IN THE NORTH LOT, NORTH OF THE BUILDING.

FROM PORT HURON:

DRIVE WEST ON I-69 TO I-475. EXIT TO THE RIGHT AND PROCEED SOUTH ON I-475, MERGE WITH I-75 SOUTH TO EXIT 108 (HOLLY ROAD), EXIT TO THE RIGHT. TURN LEFT ON HOLLY ROAD AND DRIVE UNTIL THE FIRST TRAFFIC SIGNAL, (K-MART AND A&P ON THE RIGHT), TURN LEFT AT LIGHT (JEWETT TRAIL). FOLLOW JEWETT TRAIL AROUND UNTIL YOU REACH THE MIDDLE SCHOOL (SECOND COMPLEX ON THE RIGHT). PARKING IS AVAILABLE IN THE NORTH LOT, NORTH OF THE BUILDING.

Suggestions

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Suggestion Form

To: Laura Lemke, Foreign Language Coordinator

From: _____

Date: _____

Re: _____

Suggestion: _____

Suggestion Form

To: Laura Lemke, Foreign Language Coordinator

From: _____

Date: _____

Re: _____

Suggestion: _____